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ABSTRACT

This third volume of a four-volume evaluation of the 1988-89 New York City School Community Education Program (also known as the Umbrella Program) comprises reports evaluating seven innovative staff development and five curriculum development projects. Evaluation sources included student preprogram and postprogram test outcomes, writing samples, teacher and student questionnaires, and the number of acceptances of participants into special high schools. Overall, the program was not as successful in meeting its stated objectives as in previous years. Each report contains a brief project overview, describes the research methodology, presents the findings, and provides recommendations for improvement. The following projects are evaluated: (1) Moving Ahead, designed to help inexperienced teachers improve their teaching skills; (2) Staff Development in Writing Instruction; (3) Adventures in Social Studies; (4) Reading Instructional Support Effort (RISE); (5) Arts in General Education (AGE); (6) Enrichment Program, K-9; (7) Mathematics Instructional Support Program; (8) Adventures in Science; (9) Early Childhood Language and Literacy Program; (10) Discovering Abilities and Improving Achievement; (11) Sum in One, designed to help teachers improve elementary education music instruction; and (12) Oral History Program for senior high school teachers. Statistical data are included on 12 tables. Each report also includes examples of evaluation instruments. (FMW)

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ED 319 871

OREA Report

EVALUATION SECTION REPORT
SCHOOL COMMUNITY EDUCATION PROGRAM
IN NEW YORK CITY
1988-89

VOLUME III

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EVALUATION SECTION
John Schoener, Chief Administrator
April, 1990

EVALUATION SECTION REPORT
SCHOOL COMMUNITY EDUCATION PROGRAM
IN NEW YORK CITY
1988-89

VOLUME III

Prepared by
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1/1/90

April, 1990

SCHOOL COMMUNITY EDUCATION PROGRAM IN NEW YORK CITY EVALUATION SUMMARY*

BACKGROUND

The School Community Education Program (also known as the Umbrella Program), administered by the Division of Curriculum and Instruction, provides a variety of educational and training experiences to a wide range of participants, including pre-schoolers and their parents, and elementary, intermediate, and high school students, teachers, and supervisors. The program consists of 37 different projects designed to provide innovative solutions to local educational and school problems. Ten projects provide basic skills, English as a Second Language, and computer literacy instruction; ten focus on social issues and environmental studies; seven offer staff development workshops; five involve curriculum development, and three are designed for prekindergarten children. The remaining projects provide participants with a variety of educational experiences.

POPULATION SERVED

In 1988-89, the program served some 25,000 students, primarily elementary school pupils. In addition, the program served 1,100 teachers and supervisors and 100 prekindergarten children, as well as neighborhood adults in the 32 community school districts and selected high schools. Each project established different selection criteria for program participation.

PROGRAM OBJECTIVES

Although program objectives were designed for each specific project and therefore varied, most focused on increasing the competence of project participants through mastery of specific skills and abilities. Most objectives also set quantitative criteria to be met by a minimum percentage of participants for the program to be considered successful.

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*This summary is based on the final evaluation report of the School Community Education Program in New York City 1988-89, prepared by the Office of Research, Evaluation, and Assessment/ Instructional Support Evaluation Unit.

EVALUATION METHODOLOGY

The evaluation of the program is based on a number of data sources: student performance outcomes on standardized or project-developed tests, pupil writing samples, teacher and student survey questionnaires, number of acceptances to special high schools, and review of five curriculum documents. These manuals and lesson plans were sent to different units of the New York City Board of Education's Division of Curriculum and Instruction for evaluation. Preprogram and postprogram test outcomes were compared to determine mean differences and, when appropriate, correlated *t*-tests and effect sizes were also computed to establish statistical significance and educational meaningfulness, respectively. The percentage of participants meeting quantitative project-set criteria for success was also determined.

FINDINGS

The 1988-89 evaluation findings indicate that the School Community Education Program was not as successful as it had been in previous years. Only 15 projects met their stated objectives, compared to 19 in 1987-88. In general, those projects providing staff development training and curriculum development were the most successful. In addition, two projects that provide remedial instruction (Harlem School-Community Tutorial Project, and Mathematics Improvement Program) were also found to be particularly successful. The evaluation also showed that although some projects met their objectives, these results should be treated with caution because of the vagueness of the objectives or because the evaluation instruments could not adequately measure project impact. This is a particular problem shared by staff development projects that seek to measure teacher ability to implement specific teaching skills in the classroom without including instruments which measure these skills.

Four projects were successful in meeting one of their objectives, yet unsuccessful in meeting a second objective. Sixteen projects did not meet their evaluation objectives, and two projects could not be evaluated because test data were lacking. As indicated in previous years' evaluations, a few of these projects need extensive modifications, such as revision of testing instruments to avoid ceiling effect, development of project activities appropriate for different grade levels, or establishment of more stringent participant selection criteria. Most of the unsuccessful projects, however, failed to meet their objectives because their criteria for success were too stringent or because the testing instrument could not adequately measure project objectives. In some of these projects, participants achieved large mean gains, but the percentage of successful participants remained below the percentage established in the project-set criterion for success. In some cases, this criterion was beyond what could be reasonably expected of program

participants.

RECOMMENDATIONS

In addition, to the recommendations made for each project, the following suggestions are made for the overall improvement of the School Community Education Program:

- Closely monitor those projects that fail to meet their stated objectives.

- Assist project staff in making necessary project modifications such as the revision of project activities, revision or replacement of testing instruments, establishment of adequate selection criteria of participants, or amendments in project objectives.

ACKNOWLEDGEMENTS

The production of this report is the result of a collaborative effort of full-time staff and consultants. In addition to those whose names appear on the cover, Maria Cheung undertook the analysis of the statistical data, and Sandra DuBose duplicated this report. The unit could not have produced this evaluation without their participation.

INTRODUCTION

In 1988-89, the New York City Public Schools received $2,375,000 in funding from the New York State Legislature to operate the School Community Education program (also known as the Umbrella program). It consisted of 37 different projects designed to provide innovative solutions to local educational and school programs.

The program provided services to about 25,000 participants in 32 community school districts and selected high schools. While most of these participants were elementary school students, the program also served some 1,000 intermediate and high school students, 100 preschool children, and 1,100 teachers and supervisors. Some projects also included parenting components and/or sought to involve the parents of participating students in project activities.

Evaluation reports are presented in four volumes. Volume I contains evaluations of ten projects that provided reading, mathematics, writing, English as a Second Language, and computer literacy instruction. Volume II includes evaluations of nine projects on social, ethnic, and environmental studies. Four of these projects also provided staff development workshops. Volume III contains evaluations of seven staff development and five curriculum development projects. The remaining six projects, presented in Volume IV, offered a variety of educational experiences to participants. Three of these projects were designed for prekindergarten children, and the other three projects were designed to teach students health maintenance concepts, to improve their acceptance rate to special high schools, and foster career awareness among students.

Each report contains a brief project overview, describes the evaluation methodology, presents the findings, and provides recommendations for improvement. The reports are listed in order of budgeted function number in the Table of Contents.

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#5001-48-93403

MOVING AHEAD, 1988-1989

School-Community Education Program
Program Administrator: M. Morris Speiser
Project Coordinator: Carol Williams

Prepared by:
Office of Research, Evaluation, and Assessment
Instructional Support Evaluation Unit
New York City Public Schools

PROJECT DESCRIPTION

The purpose of Moving Ahead is to support and assist inexperienced teachers in Community School District (C.S.D.) 16 to improve their teaching skills. The program's goal is to improve teachers' management, instructional, and human relations skills through after-school courses and in-class support. Emphasis is placed on skills needed for the organization and management of an effective classroom. The New York State Legislature contributed $14 thousand in funding for this program.

About 40 teachers participated in the 1988-89 program. Teachers were chosen by district supervisors based on their teaching experience. Participants in the program received college credit for after school courses. The after school courses, designed by C.S.D. 16, local college faculty, and the Staff Division of Curriculum and Instruction, emphasized school curriculum and management. Course activities included the design and use of appropriate materials, and the teaching of human relations skills designed to promote a greater understanding of students' diverse racial and cultural backgrounds. Follow-up

in-class assistance in the implementation of skills learned in the courses was provided by the participating college instructors, District 16 supervisory personnel, and staff from the Division of Curriculum and Instruction.

The objective for the program was for 80 percent of the teachers to demonstrate a 30 percent improvement in pedagogical skills as measured by a district-developed survey.

EVALUATION METHODOLOGY AND FINDINGS

The evaluation of the Moving Ahead program was based on a district-developed observational survey of effective pedagogical strategies (see Appendix A). Supervisory staff from the Community School District and the Board of Education provided follow-up monitoring of participants in their classrooms, utilizing the staff-developed survey to assess the teachers' pedagogical skills.

An evaluation of this year's program is not possible, as no data was received by the Office of Research Evaluation and Assessment.

CONCLUSIONS AND RECOMMENDATIONS

Evaluation of this year's program was not possible because of the lack data. In 1987-88, the program was also not able to be evaluated for lack of pretest scores and incomplete reporting of posttest scores. It is recommended that, in the future, greater efforts be made to insure that all pretest and posttest scores are available for evaluation.

RATING SCALE FOR MOVING AHEAD
B/E #5001-48-83403

APPENDIX A
93403

Directions: Please use the scale below to rate the teacher. Place the number that represents the observed behavior on each blank.

The Scale

Poor	Fair	Average	Above Average	Excellent
1	2	3	4	5

_____ Interacts with children in ways to encourage them to communicate thoughts and feelings verbally.

_____ Provides materials and activities to promote language development.

_____ Uses books and stories with children to motivate listening and speaking.

Cognitive

_____ Helps children develop understanding of unfamiliar concepts and ideas.

_____ Interacts with children in ways which encourage them to think and solve problems.

_____ Provides games (instruction and direction games, memory games).

_____ Provides for expereinces to develop vocabulary.

_____ Provides classes atmosphere which is free from tension and which fosters social and intellectual growth.

_____ Provides first hand experience (objects, trips).

_____ Provides experiences for translating through and action into words (experience charts, activity charts, taking dicatation for children's stories, printing captions for children's drawings).

_____ Provides many opportunities for language skills development (speaking and sharing experiences, picture interpretations, storytelling, dramatizations, etc.)

_____ Provides auditory discrimination exercises (e.g. differences in words, hearing sounds at beginning, middle and ending of words, rhyming words, hearing number of syllables in words)

_____ Provides visual discrimination exercises (e.g. recognizing colors, sizes, shapes, likenesses, differences, left, right, picture clues)

Word Recognition Skills

_____ Helps children build sight vocabularies (e.g. say words, see words and associate sounds with printed forms)

_____ Helps children use contextual clues (determine word definition from sense of passage)

_____ Helps children use phonic analysis (e.g. recognize and say consonant sounds, vowel sound, understand simple phonics generalizations)

_____ Helps children use structural analysis (e.g. recognize words from root parts and understand how changes added to or subtracted from the root affect meaning)

Exercise related to areas such as:

_____ Compound words

_____ Inflectional endings

_____ comparisons: er, est.

_____ Prefixes

_____ Suffixes

_____ Syllabication

Comprehension

_____ Helps children get the main idea of a passage

_____ Helps children make inferences, read "between the lines"

_____ Helps children note details

_____ Helps children make judgements and anticipate outcomes

_____ Helps children follow sequences of events

#5001-48-93404

STAFF DEVELOPMENT IN WRITING INSTRUCTION, 1988-89

School-Community Education Program
Program Administrator: M. Morris Speiser
Project Coordinator: Shelley Harwayne

Prepared by:
Office of Research, Evaluation, and Assessment
Instructional Support Evaluation Unit
New York City Public Schools

PROJECT DESCRIPTION

The Staff Development in Writing Instruction project provides training in the teaching of writing to elementary school teachers in 20 Community School Districts (C.S.D.s): 3, 5, 6, 7, 8, 9, 10, 11, 14, 15, 17, 18, 20, 21, 22, 25, 26, 28, 29, and 30. District superintendents, school principals, and district curriculum specialists selected schools in each district to participate in the program. In a few of these schools, some teachers had already been trained in the program; in others, teachers were selected from among a group of volunteers who showed interest in improving their instructional skills in the writing process.

In 1988-89, 600 teachers and 12,000 students participated in the project. Teachers and their supervisors attended conferences and demonstration lessons conducted by two teacher-trainers and visiting consultants in topics such as writing as a process, improving writing through personal narrative, revision skills and techniques, and holistic scoring methods. Various instructional techniques were used, including teacher modeling, conferencing

between teachers and students, and presentations. The project objective was for students of the participating teachers to achieve a statistically significant and educationally meaningful mean gain from pretest to posttest, as measured by holistically-scored writing samples. The New York State Legislature provided $399,000 in funding for the purchase of equipment to support computer word processing and printing activities, and for classroom supplies. Funds were also used to cover the salaries of teachers' aides and consultants, and to involve teachers in after-school training activities.

EVALUATION METHODOLOGY

The evaluation of the project focused on analyses of scores of students' holistically-scored writing samples which reflected the instructional skills of the participating teachers. To assess the program objective, students were given a writing assignment on the first and last day of project activities. Project staff selected a representative sample of students' writing assignments (20 per grade across the 20 participating districts for grades kindergarten through seven). The writing samples were then holistically scored by a team of five raters who used scales developed by project staff. Each of the five raters reviewed and scored all of the randomly selected writing samples. For kindergartners and first graders, the raters used a scale drawn from the lists of stages children go through in learning to write that was developed by Marie Clay (see Appendix

A). For pupils in grades two through seven, the raters used a scale adapted from the Personal Narrative Writing Scale in Cooper and Odell, Evaluating Writing (See Appendix B). In both cases, students' writing samples were scored on a scale from 1 to 5.

Pre- and post program holistic scores were submitted for evaluation. These scores were compared, and correlated t-tests were computed to establish if achievement differences were statistically significant. Effect size (E.S.),* which indicates the educational meaningfulness of the mean gain or loss for each comparison, was also calculated.

FINDINGS

Complete test scores were reported for 160 students. Table 1 presents the students' pre- and posttest holistic scores by grade. Overall, students demonstrated a posttest mean gain of 0.7 score points. This mean gain was found to be statistically significant and educationally meaningful. By grade, kindergarten students achieved the highest mean gain (1.1 score points), whereas seventh grade students achieved the lowest mean gain

*The effect size, developed by Jacob Cohen, is the ratio of the mean gain to the standard deviation of the gain. The ratio provides an index of improvement in standard deviation units irrespective of the size of the sample. According to Cohen, 0.2 is a small E.S., 0.5 is a moderate E.S., and 0.8 is considered to be educationally meaningful, reflecting the importance of the gains to the students' educational development.

TABLE 1

Students' Mean Pre- and Post-Program Holistic Scores[a] on Writing Samples, by Grade
Staff Development in Writing Instruction, 1988-89

Grade	N	Pre-Program Mean	Pre-Program S.D.	Post-Program Mean	Post-Program S.D.	Difference[b] Mean	Difference[b] S.D.	E.S.
K	20	1.9	0.8	3.0	0.6	1.1	0.5	2.2
1	20	2.2	0.7	3.1	0.8	0.9	0.7	1.3
2	20	2.5	0.8	3.2	0.8	0.7	0.5	1.4
3	20	2.3	0.9	3.2	0.6	0.9	0.7	1.3
4	20	2.3	0.7	2.9	0.5	0.6	0.4	1.5
5	20	2.4	0.8	3.0	0.6	0.6	0.7	0.9
6	20	2.7	0.8	3.2	0.7	0.5	0.6	0.8
7	20	2.3	0.7	2.7	0.6	0.3	0.5	0.6
Total	160	2.3	0.8	3.0	0.7	0.7	0.6	1.2

[a]Based on scales from 1 (low) to 5 (high).

[b]All mean gains were statistically significant at $p<.05$.

- Students in all grade levels achieved mean gains ranging from 0.3 score points to 1.1 score points. These gains were statistically significant and educationally meaningful.
- Kindergarten students achieved the largest mean gains.

(0.3 score points). Mean gains for grades kindergarten through six were statistically significant and educationally meaningful. The mean gain for grade seven, although statistically significant, showed only a moderate effect size.

CONCLUSIONS AND RECOMMENDATIONS

In 1988-89, the Staff Development in Writing Instruction project met its objective. Overall students' mean gain was statically significant and educationally meaningful. The evaluation findings indicate that the project had a significant and meaningful impact on participating teachers who, in turn, seemed to have influenced the writing ability of their students.

Although the program was successful, there was a variation in scores across the grades. Kindergarten through third grade students displayed the largest mean gains, while fourth through seventh grade students showed the smallest mean gains. The mean gain for grade seven, although statistically significant, showed only a moderated effect size.

There are many possible explanations for this variation across grades. One explanation is the holistic scoring procedures utilized. Since children in the lower grades are just beginning to learn to write, it is impossible to use the same scoring critique for these children as that which is used for students of the higher grades. As a result, the high mean gains achieved by kindergarten and first grade students this year and in previous years may be a function of the different scoring

criteria utilized.

Another explanation for the variation of scores is the content of the instruction provided. Instruction must be tailored for each grade, since children of different ages have different skills and potentials. This makes it difficult to assure that each grade is recieving comparable instruction and, as a result, difficult to make any meaingful comparison across grades.

In addition, it remains difficult to determine whether student growth can be solely attributed to the project's impact on participating teachers or whether it just reflects average student growth in the regular classroom. In the future, project staff may wish to evaluate the instructional skills of teacher participants by comparing the writing ability of students whose teachers were trained by the Staff Development in Writing project with the performance of a control group of similar students whose teachers were not trained by the project.

DIRECTIONS FOR ADMINISTERING WRITING SAMPLE

PLEASE GIVE EACH CHILD A WRITING SAMPLE FORM AND A PENCIL (ONLY). HELP THEM FILL OUT THE HEADING. (IF NECESSARY, FILL OUT THE HEADING FOR THEM BEFOREHAND). ASK CHILDREN TO DRAW A PICTURE (WITH THEIR PENCIL ONLY) OF SOMETHING THEY LIKE TO DO.

AFTER FIVE MINUTES, ASK THEM TO TURN THE PAPER OVER AND WRITE OR PRETEND TO WRITE ABOUT THEIR PICTURE. DON'T LEAD THE CHILDREN INTO WRITING EXCEPT TO TELL THEM, "JUST PUT DOWN WHATEVER YOU CAN" OR "JUST TRY IT." REPEAT THE DIRECTIONS IF NECESSARY.

*NOTE: IT SEEMS APPROPRIATE AT THIS TIME OF YEAR THAT FIRST GRADERS BE ALLOWED TO USE LINED PAPER. (ATTACHE PAPER TO FORM).

TELL STUDENTS, "YOU ARE INVITED TO TAKE PART IN A SPECIAL WRITING ACTIVITY. PLEASE WRITE A TRUE STORY ABOUT SOMETHING THAT HAS HAPPENED TO YOU." THEN PROVIDE EACH STUDENT WITH TWO (2) SHEETS OF PAPER. SUGGEST THEY TAKE TIME TO LIST POSSIBLE TOPICS. ONCE THEY HAVE SELECTED ONE, THEY CAN BEGIN TO WRITE. LET THEM KNOW THEY CAN USE AS MUCH PAPER AS THEY NEED, AND THAT THEY HAVE PLENTY OF TIME. ALSO SAY, "YOU CAN TRY WRITING IT IN ROUGH DRAFT OR YOU CAN JUST START WRITING THE FINAL PIECE."

IF SOME CHILDREN FINISH EARLY, ASK THEM TO READ A BOOK QUIETLY WHILE THE OTHERS WORK. AFTER 20 MINUTES, INTERRUPT THE CHILDREN WHO ARE STILL WRITING. SAY TO ALL CHILDREN, "IF YOU HAD MORE TIME TO WORK ON THIS PIECE OF WRITING AND YOU WANTED TO MAKE IT INTO THE BEST THAT IT COULD BE, WHAT WOULD YOU DO NEXT?" ON ANOTHER SHEET OF PAPER ASK THEM TO WRITE WHAT THEY WOULD DO NEXT. GIVE THEM FOUR (4) MINUTES TO DO THIS.

EVALUATION INSTRUMENT
THE WRITING PROCESS PROJECT
TEACHERS COLLEGE/UMBRELLA PROGRAMS

93404

BECAUSE THE ULTIMATE GOAL OF THIS PROJECT IS TO IMPROVE THE QUALITY OF STUDENT WRITING, WE WILL HOLISTICALLY EVALUATE SAMPLES OF WRITING FROM THE FIRST AND LAST DAY OF OUR WORK IN A DISTRICT IN ORDER TO DETERMINE WHETHER THERE HAS BEEN SIGNIFICANT IMPROVEMENT IN THE WRITING. ON EACH OF THESE DAYS THE ASSIGNMENT WILL BE THE SAME. STUDENTS WILL BE ASKED TO SELECT A TOPIC OF PERSONAL SIGNIFICANCE TO THEM AND TO DRAFT AND REVISE THEIR PEICE WITHOUT INPUT FROM THE TEACHER. THE PIECES WILL BE DATED, SAVED AND THEN EVALUATED HOLISTICALLY. THESE DATA WILL BE GATHERED FROM AT LEAST TEN CLASSROOMS IN EACH OF THE 14 DISTRICTS AND THESE CLASSROOMS WILL BE REPRESENTATIVE OF THE GRADE LEVELS INVOLVED IN THE PROGRAM FROM THAT DISTRICT. WE WILL RANDOMLY SELECT TEN PERCENT OF THE CHILDREN FROM EACH OF THESE 140+ CLASSROOMS AND THE PRE- AND POST-SCORES WILL BE TABULATED FOR THOSE CHILDREN. THE GOAL, THEN IS TO HAVE A REPRESENTATIVE SAMPLE ILLUSTRATING THE RANGE OF DISTRICTS AND GRADE LEVELS INVOLVED.

METHODS FOR HOLISTIC EVALUATION WILL DIFFER SOMEWHAT DEPENDING ON THE AGE GROUP OF THE YOUNGSTER. TO THE BEST OF OUR KNOWLEDGE, NO ONE HAS ATTEMPTED TO EVALUATE THE EARLY WRITING OF PRIMARY CHILDREN IN THIS MANNER AND THEREFORE, WE HAVE DEVISED OUR OWN METHODS, WHICH ARE EXPLAINED LATER. WHEN THE STUDENTS ARE IN GRADES 2 - 8, HOWEVER, WE CAN DRAW ON AND ADAPT METHODS DESCRIBED IN COOPER'S TEXT, EVALUATING WRITING.

A GROUP OF FIVE RATERS WILL EACH RANK ALL OF THE WRITTEN PIECES. THE RATERS WILL ACHIEVE REALIABILTIY BECAUSE 1) THEY COME FROM SIMILAR BACKGROUNDS AND 2) THEY WILL BE CAREFULLY TRAINED TO REACH NEARLY PERFECT AGREEMENT ON SAMPLES USED FOR TRAINING PURPOSES. THE RATERS WILL EACH BE A PUBLISHED WRITER AND THEY WILL EACH HAVE A BACKGROUND IN TEACHING WRITING. AS COOPER SUGGESTS, THE RATERS WILL NOT USED THEIR IMAGE OF IDEAL PROFESSIONAL WRITING AS AN ABSOLUTE STANDARD OF QUALITY, BUT WILL INSTEAD RATE PAPERS RELATIVELY ACCORDING TO THE RANGE OF PAPERS PRODUCED.

BECAUSE THE PIECES OF WRITING WILL BE PERSONAL NARRATIVES, THE RATERS WILL FOLLOW AN ADAPTATION OF THE GUIDELINES FROM THE PERSONAL NARRATIVE WRITING SCALE ON PAGES 21 - 24 IN COOPER'S TEXT (SEE ATTACHED ITEMS).

MANY OF OUR PRIMARY SCHOOL STUDENTS WILL NOT BE ABLE TO WRITE AT ALL AT THE START OF OUR TRAINING EFFORTS AND SO THEIR GROWTH WILL NEED TO BE EVALUATED ACCORDING TO DEVELOPMENTAL SEQUENCES OF EARLY WRITING. AGAIN, A TEAM OF FIVE RATERS WILL HOLISTICALLY EVALUATE THE SAMPLES AND AGAIN THE RATERS WILL PRACTICE THESE EVALUATIONS WITH SAMPLES OF WRITING SO AS TO ACHEIVE RELIABILITY. THE GUIDING SCALE, HOWEVER, WILL NOT BE THE PERSONAL NARRATIVE SCALE BUT INSTEAD A LIST OF STAGES DRAWN FROM MARIE CLAY'S AND SUSAN SOWER'S DESCRIPTIONS OF THE STAGES CHILDREN GO THROUGH IN LEARNING TO WRITE (SEE ATTACHED ITEMS). WE WILL IDENTIFY THE STAGE EVIDENCED IN THE PRE- AND IN THE POST-SAMPLES. THE RATERS FOR THESE PIECES WILL BE PERSONS TRAINED IN EARLY CHILDHOOD DEVELOPMENT AND ESPECIALLY IN TEACHING WRITING IN THE EARLY GRADES.

CHILDREN LEARNING TO WRITE (BASED ON ATTACHED LIST FROM WORLD RENOWNED RESEARCHER MARIE CLAY)

A DEVELOPMENTAL LADDER

LEVEL 1 - CHILDREN DO NOT APPEAR TO BE ABLE TO DIFFERENTIATE BETWEEN A DRAWING AND WRITTEN LANGUAGE.

LEVEL 2 - CHILDREN BEGIN TO USE SYMBOLS THAT ARE USED IN THE CULTURE'S SYSTEM OF WRITING. THEY WRITE STRINGS OF LETTERS OR SCATTERED LETTERS, BUT THERE APPEARS TO BE LITTLE SOUND-SYMBOL CONNECTION.

LEVEL 3 - CHILDREN LABEL THEIR DRAWINGS OR WRITE WORDS ON THE PAGE, GENERALLY USING INITIAL AND FINAL CONSONANTS ONLY TO REPRESENT A WORD.

LEVEL 4 - WORDS ARE COMBINED INTO SENTENCES AND SPELLINGS FILL OUT TO INCLUDE SOME MIDDLE CONSONANTS AND VOWELS, ALSO SOME SIGHT VOCABULARY.

LEVEL 5 - CHILDREN USE THE WRITTEN CODE FOR A WIDE RANGE OF PURPOSES: LETTERS, POEMS, RECIPE BOOKS, SIGNS, ETC. THEY WRITE FLUENTLY.

CHILDREN LEARNING TO WRITE

LEVEL 1 - CHILDREN ARE NOT ABLE TO DIFFERENTIATE BETWEEN A DRAWING AND WRITTEN LANGUAGE.

LEVEL 2 - CHILDREN ARE ABLE TO DIFFERENTIATE BETWEEN A DRAWING AND WRITTEN LANGUAGE.

LEVEL 3 - CHILDREN BEGIN TO USE SYMBOLS THAT ARE USED IN THE CULTURE'S SYSTEM OF WRITING. THE CHILDREN JUST WRITE STRINGS OF LETTERS, BUT WHEN ONE ASKS THEM TO READ WHAT THEY WROTE, THE CHILDREN GO ON AND ON.

LEVEL 4 - CHILDREN TRY TO CREATE AN ALTERNATIVE CORRESPONDENCE BETWEEN SPOKEN LANGUAGE AND WRITTEN LANGUAGE, E.G. THE WRITTEN RESPONSE MAY BE THE LENGTH OF THE SPOKEN UTTERANCE ACCORDING TO THE CHILD'S OWN REASONING.

LEVEL 5 - CHILDREN BEGIN USING THE SYLLABIC HYPOTHESIS, I.E. USING ONE SYMBOL FOR ONE SYLLABLE.

LEVEL 6 - CHILDREN USE BOTH THE SYLLABIC AND ALPHABETIC HYPOTHESIS, (A RELATIONSHIP BETWEEN LETTERS AND SOUNDS).

LEVEL 7 - CHILDREN "BREAK CODE." THEY ARE NOW ON THEIR WAY TO DEVELOPING THEIR WRITTEN LANGUAGE ACCORDING TO HOW ADULTS USE IT IN THE CULTURE. THIS IS WHEN THEY BEGIN TO GRAPPLE WITH THEIR INVENTED SPELLINGS AND BEGIN TO DISCOVER THE CONVENTIONAL SPELLINGS USED IN OUR ORTHOGRAPHY.

A HIERARCHY OF SPELLING SKILLS:

1. RANDOM STRING OF LETTERS
2. BEGINNING SOUNDS ONLY
3. BEGINNING AND ENDING SOUNDS
4. BEGINNING, MIDDLE AND ENDING SOUNDS

A TYPICAL PATTERN OF LEARNING THE LETTERS AND USING THEM:

1. SINGLE CONSONANTS
2. LONG VOWELS
3. EVERYTHING ELSE IN NO SPECIAL ORDER: OTHER VOWEL SOUNDS, DIGRAPHS, CONSONANT BLENDS OR CLUSTERS.

(SOWERS, SIX QUESTIONS TEACHERS ASK ABOUT INVENTED SPELLING)

PERSONAL NARRATIVE WRITING SCALE

(IN COOPER AND ODELL, EVALUATING WRITING, P. 21 - 24)

NOTE: FOR THE PURPOSES OF THIS EVALUATION, WE WILL SCORE ONLY THE FOLLOWING ASPECTS OF THE STUDENT WRITING:

I. B. STYLE OR VOICE
C. CENTRAL FIGURE
E. SEQUENCE
F. THEME

II. A. AND B. WORDING AND SYNTAX
D. AND E. PUNCTUATION AND SPELLING

#5001-48-93413

ADVENTURES IN SOCIAL STUDIES, 1988-89

School-Community Education Program
Program Administrator: M. Morris Speiser
Project Coordinator: John Paul Bianchi
Joyce Rubin

Prepared by:
Office of Research, Evaluation and Assessment
Instructional Support and Evaluation Unit
New York City Public Schools

PROJECT DESCRIPTION

The Adventures in Social Studies project sought to improve social studies instruction for grade six in Community School Districts (C.S.D.s) 8 and 18. The goal of the project was to train and assist at least 32 teachers in the development and implementation of appropriate social studies lessons and activities. The New York State Legislature provided $22 thousand in funding for this project.

Teacher participants were selected by the district office based on their need for assistance in social studies instruction and on their interest in and ability to assist in the development of program activities. The training sessions were conducted at the district office and participating schools, and consisted of after-school and in-school workshops conducted by the district social studies coordinator, social studies unit personnel, and other experts.

The training sessions focused on the production of written instructional materials designed to strengthen the requirements

of the New York State Regents Action Plan for Social Studies. On-site assistance including demonstration lessons, material selection, and the use and organization of classroom social studies centers was also provided to program participants.

The program objective was for teacher participants to produce written instructional activities for use by seventh through ninth grade social studies teachers. The newly developed instructional activities would include requirements indicated by the New York State Regents, the State Education Department, and the New York City Board of Education.

EVALUATION METHODOLOGY AND FINDINGS

The evaluation of the Adventures in Social Studies project was based on a review of the completed documents through the use of an evaluation checklist (see Appendix A) designed to establish their effectiveness and to determine if they met the requirements of the New York State Regents, the State Education Department, and the New York City Board of Education. The document review for C.S.D. 8 was undertaken by the Director of Program and Curriculum Development and Instruction, and for C.S.D. 18, by the Director of the Social Studies Unit.

The document produced by C.S.D. 8 was rated positively on all nine of the criteria of the evaluation checklist. The goals were found to be achievable and appropriate for fifth grade students and the activities were geared to the stated objectives.

The document produced by C.S.D. 18 was also rated positively on all nine of the criteria of the evaluation checklist. The reviewer stated that in general the lesson plans were well constructed and interesting, although he found that significant parts of the New York State syllabus and New York City curriculum were not addressed. He felt that the document could be distributed citywide as long as it was made clear that not all content recommended in the New York State Syllabus is covered.

CONCLUSIONS AND RECOMMENDATIONS

The Adventures in Social Studies project for 1988-89 was successful. It produced written instructional activities for use by sixth grade social studies teachers that included requirements from by the New York State Regents, the State Education Department, and the New York City Board of Education.

The document produced by C.S.D. 18 was rated positively on all criteria although it was stated that it did not address all information and requirements of the New York State Syllabus and the Regents Action Plan. In addition, the reviewer expressed concern about the "handout" materials utilized. He stated that the handouts were relevant, yet the quality of the reproductions were poor and citations were often incomplete or missing. In the future, program participants should attempt to cover all of the requirements of the New York State Regents, the State Education Department, and the New York City Board of Education and provide full documentation for all sources and "handouts" used.

APPENDIX A
93413

Citywide Umbrella Program
Evaluation Report for Curriculum Projects Manuals
and Other Documents. (1988-89)

Umbrella Program Name:_____ Date:_____

Name of Person Completing the Review:_____

Title:_____

Introduction

The State Education Department requires that all Umbrella Programs be evaluateed. In order to help us meet this requirement, we are asking that you examine this document, and evaluate it using this form. Thank you for your cooperation.

1.	The manual follows the New York State syllabus and the New York City curriculum.	Y	N	NA

Explain:_____

_____

2.	The manual includes information and requirements indicated by the Regents Action Plan.	Y	N	NA

Explain:_____

_____

3.	The manual integrates reasoning/ thinking skills activities.	Y	N	NA

Explain:_____

_____

4.	The manual contains lesson plans that present suitable strategies for achieving reasonable goals.	Y	N	NA

Explain:_____

_____

5. The manual contains objectives and concepts that are clearly defined. Y N NA

Explain: _____

_____

6. The manual contains classroom activities and materials that are relevant and consistent with the stated objectives and teaching strategies. Y Y NA

Explain: _____

_____

7. The manual contains criterion referenced tests that include higher-level thinking questions. Y N NA

Explain: _____

_____

8. The manual contains technical and non-technical language that is consistent with the highest standards of the Office of Professional Development and Leadership Training. Y N NA

Explain: _____

_____

9. The manual could be circulated citywide. Y N NA

Explain: _____

_____

10. The manual meets the goals specified in the objective of the original proposal.

Explain: _____

_____

#0265C

#5001-48-93417

READING INSTRUCTIONAL SUPPORT EFFORT (R.I.S.E.), 1988-89

School-Community Education Program
Program Administrator: M. Morris Speiser
Project Coordinator: Helen Guiliano

Prepared by:
Office of Research, Evaluation, and Assessment
Instructional Support Evaluation Unit
New York City Public Schools

PROJECT DESCRIPTION

The Reading Instructional Support Effort (R.I.S.E.) is designed to provide staff development in the areas of reading assessment and remediation to teachers from C.S.D. 7. Through workshops and demonstration lessons, the project seeks to train teachers to use a monitoring process and implement a developmental reading program. Activities include workshops in the implementation of alternative reading instructional activities, and training in the use and interpretation of various assessment instruments. In addition the program includes a parent workshop in which parents are encouraged to monitor their childrens' reading at home.

In 1988-89, 71 teachers from nine elementary schools participated in the project. District staff and school principals selected teachers from schools that had overall reading achievement levels below grade level, Chapter 1 designated and state designated Comprehensive Assessment Report (CAR) schools. Teachers attended after-school workshops twice a week in reading assessment and whole-language-reading process. After being trained, teachers worked with students after school

on an individual basis, teaching basic reading skills.

The objective for 1988-89 was for 70 percent of the participating teachers to achieve a gain of 15 percent at posttest on a mastery checklist designed to measure teacher implementation of effective reading instructional activities prescribed by the program. In addition, 70 percent of the teacher participants were to achieve a rating of at least 75 points on a district-developed survey designed to measure their attitudes towards the R.I.S.E. program. The New York State Legislature provided $26 thousand in funding for the project.

EVALUATION METHODOLOGY

The impact of the program was measured through the use of a mastery checklist (see Appendix A), designed to measure the teachers' effectiveness in implementing the instructional reading strategies taught in the workshops. Teachers received ratings on their effectiveness in mastering skills taught in the workshops in 15 different skill areas. The maximum possible score was 45 score points. Teachers were rated on the mastery checklist at the beginning and end of project activities.

The teacher survey consisted of 20 items designed to measure participating teachers' attitudes toward the program (see Appendix B). The survey included items on confidence in using R.I.S.E. materials, and use and availability of staff support. Maximum score possible on the survey was 100 points.

FINDINGS

Complete test scores were submitted for 16 teachers (see Table 1). The overall mean pretest score was 28.6 points, or 63.6 percent, and the mean posttest score was 41.4, or 92 percent, for a mean gain of 12.8 points, or 28.4 percent. Teachers at P.S. 30 showed the largest mean gain of 14.3 points, or 31.8 percent. One hundred percent of the teachers met or surpassed the project-set criterion of achieving a 15 percent gain at posttest.

Data was submitted for 12 participants on the teachers survey (see Table 2). The survey was broken down into five main sections. Overall mean rating on the survey for all items was 67.6. Examination of the data by section reveals that the program received high ratings in the evaluation of the workshops and the confidence in and use of the materials provided. The program received lower ratings on the sections concerned with the availability and need of staff support.

CONCLUSIONS AND RECOMMENDATIONS

In 1988-89, the Reading Instructional Support Effort (R.I.S.E.) was successful in meeting one of its objectives. One hundred percent of participating teachers met or surpassed the project-set criterion of a 15 percent gain in the implementation of effective reading instructional activities.

Table 1

Teachers' Mean Ratings on
the Mastery Checklist[a], by School
Reading Instructional Support Effort, 1988-89

School	N	Pretest Mean		Posttest Mean		Mean Gain	
		Raw Score	Percent Correct	Raw Score	Percent Correct	Raw Score	Percent Correct
P.S. 5	4	22.5	50.0%	30.7	68.2%	8.2	18.2
P.S. 30	12	30.7	68.2	45.0	100.0	14.3	31.8
Total	16	28.6	63.6	41.4	92.0	12.8	28.4

[a]Perfect raw score was 45 score points.

• One hundred percent of teacher participants met or surpassed the project-set criterion of a 15 percent increase on posttest.

Table 2
Teachers' Mean Ratings
on Project-Developed Survey[a]
Reading Instructional Support Effort, 1988-89

Section[a]	Maximum Score For Section	Teachers' Mean Ratings
Using the R.I.S.E. Program	20	14.3
Evaluation of the R.I.S.E. Program	15	12.2
Confidence and Ability in using Program	20	15.2
Use of Resource Support	25	14.5
Identifying Future Needs	20	11.3
Total	100	67.6

[a]The survey was broken into five main sections each dealing with a different content area. The above mean ratings are based upon a sample of 12 teachers.

- Overall, teachers' mean rating of the project was 67.6 points.
- The section on Identifying Future needs received the lowest mean ratings.

As for the second objective, the data received by the Office of Research Evaluation and Assessment did not allow for a calculation of the number of individual teachers assigning a rating of 75 points. An examination of the low mean score would suggest that the objective of 70 percent of teachers assigning a rating of 75 points was not achieved. The Reading Instructional Support Effort was a new program for 1988-89, and as a result of the delay in the arrival of equipment, the program was not implemented as planned at all sights. This may be an explanation for the low ratings received on the teachers' survey. It also resulted in data being submitted for evaluation for only a small number of program participants.

It is recommended that in the future, the teachers' survey be revised. The current survey contains a section on identifying future needs. This section received the lowest mean rating in 1988-89. Although this type of information is useful for improving the program, it is not appropriate on a survey evaluating the current program. Questions on program improvement involve subjective opinions and desires, and are not useful in evaluating the effectiveness of the current program. In addition, some questions in other sections of the survey seem to be redundant and add no new information.

New York City
Board of Education

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Brooklyn, New York 11201

Dr. Richard R. Green
Chancellor

Dr. Dolores M. Fernández
Deputy Chancellor
Instrucuon and Development

Office of Professional Development
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R.I.S.E. Mastery Checklist

Developed by the Office of Research, Evaluation Assessment
Instructional Support for the Citywide Umbrella R.I.S.E.
Program.
#93401 (17)

The Office of Research, Evaluation and Assessment has been asked to assess the implementation and impact of the Umbrella R.I.S.E. Program. Because you work directly with the teachers,in your role as as teacher-trainer, we are asking you to complete the Mastery Checklist for each teacher participating the R.I.S.E. Program.

Your input will be useful in describing how the program functions in a classroom. Thank you for your cooperation.

The Mastery Checklist must be completed twice for each teacher in the Program; once at the beginning, and again at the end of the program. Please use a separate form for each teacher.

---

1) School:_____ 2) Today's Date:_____

3) Person completing this form:_____
(teacher-trainer)

4) Name of Teacher:_____

5) Teacher's Current Grade Assignment:_____

6) Length of time this person has been a classroom teacher:_____

Directions: For each of the skills listed below, please circle the "Level of Mastery" the teacher in question has achieved: Not Mastered, Partially Mastered, or Mastered.

SKILLS TO BE MASTERED	
1. Using the Basal Reader materials to teach Reading:	Not Mastered Partially Mastered Mastered
2. Forming appropriate reading groups:	Not Mastered Partially Mastered Mastered
3. Managing multiple Basal Reader reading groups in the classroom:	Not Mastered Partially Maatered Mastered
4. Administering the RISE assessment materials appropriately, at the end of each reading unit:	Non Mastered Partially Mastered Mastered
5. Understanding and interpreting the R.I.S.E. test results:	Not Mastered Partially Mastered Mastered Not Mastered
6. Redesigning an individual student's reading program, based on the RISE test results:	Not Mastered Partially Mastered Mastered

7. Redesigning reading instructional programs for groups, based on R.I.S.E. test results:	Not Mastered Partially Mastered Mastered
8. Selecting and using alternative reading materials, beyond the Basal Reader series:	Not Mastered Partially Mastered Mastered
9. Offering students alternative reading materials, beyond the Basal Reader series:	Not Mastered Partially Mastered Mastered
10. Understanding how an individual child functions and develops reading skills:	Not Mastered Partially Mastered Mastered
11. Understanding how a reading group functions and develops:	Not Mastered Partially Mastered Mastered
12. Managing the classroom and maintaining discipline:	Not Mastered Partially Mastered Mastered

13. Making appropriate use of resource support, the teacher-trainer program, and peer support:	Not Mastered Partially Mastered Mastered
14. Accepting critical feedback:	Not Mastered Partially Mastered Mastered
15. Maintaining an openness towards innovative reading materials, and an interest in new instructional approaches.	Not Mastered Partially Mastered Mastered

GENERAL COMMENTS AND OBSERVATIONS:

#0307C

APPENDIX B
93417

Office of Research, Evaluation and Assessment
Instructional Support Evaluation Unit
Reading Instructional Support Effort, R.I.S.E.
Teacher Survey #1, 1988-1989

The Office of Research, Evaluation and Assessment has been asked to assess the implementation and impact of the R.I.S.E. Program. Your responses to the questions below will be useful in describing how this program evolved; what works, and how to make it more effective.

We hope that you respond candidly and completely. Be assured that your responses are confidential. Thank you for your cooperation.

Please write in your: School:_____ Grade you teach:_____

Years of Public School Teaching experience:_____

Directions: Please circle the word or phrase that most closely corresponds to your response to each statement below.

A. USING THE R.I.S.E. PROGRAM

1. I used the RISE assessment materials at the end of each reading unit, on a weekly basis:

almost always often sometimes rarely not at all

2. I used the RISE assessment materials at the end of each reading unit, on a monthly basis:

almost always often sometimes rarely not at all

3. I used the RISE test results to redesign my instructional program for students, on an individual basis:

almost always often sometimes rarely not at all

4. I used the RISE test results to redesign my instructional program for students, on a group basis:

almost always often sometimes rarely not at all

#17 Teacher Survey, pg.2

B. EVALUATION OF THE R.I.S.E. PROGRAM

5. The Assessment Materials matched the instructional objectives of the Basal Readers I use.

strongly agree	agree	no firm opinion	disagree	strongly disagree

6. The Assessment Materials increased my understanding of how an individual child functions and develops reading skills.

strongly agree	agree	no firm opinion	disagree	strongly disagree

7. The Assessment Materials increased my understanding of how a reading group functions and develops.

strongly agree	agree	no firm opinion	disagree	strongly disagree

C. CONFIDENCE AND ABILITY USING THE R.I.S.E. MATERIALS

How would you rate your confidence and ability in the following areas?

8. Administering the RISE tests to students.

very confident	confident	somewhat hesitant	unsure	very unsure

9. Understanding and interpreting the test results.

very confident	confident	somewhat hesitant	unsure	very unsure

10. Using the RISE test results to make changes in the reading program for individual students.

very confident	confident	somewhat hesitant	unsure	very unsure

11. Using the RISE test results to change a group's reading program.

very confident	confident	somewhat hesitant	unsure	very unsure

#17 Teacher Survey, pg.3

D. USE OF RESOURCE SUPPORT
How often did you seek out Resource Support?

12. To discuss classroom management issues:

consistently often sometimes rarely not at all

13. To use the Basal Readers:

consistently often sometimes rarely not at all

14. To administer the R.I.S.E. tests:

consistently often sometimes rarely not at all

15. To learn about alternative teaching strategies:

consistently often sometimes rarely not at all

16. To offer students alternative reading materials:

consistently often sometimes rarely not at all

E. IDENTIFYING FUTURE NEEDS
How much support would you like to receive in the following areas?

17. Managing multiple Basal Reader groups in the classroom.

a lot of support	some support	no firm opinion	a little support	no support necessary

18. Organizing the R.I.S.E. assessment process:

a lot of support	some support	no firm opinion	a little support	no support necessary

19. Interpreting the R.I.S.E. assessment results:

a lot of support	some support	no firm opinion	a little support	no support necessary

20. Selecting and using alternative teaching strategies:

a lot of support	some support	no firm opinion	a little support	no support necessary

Are there other issues or areas of concern you would like the R.I.S.E. program to address?

_____

_____

#5001-48-93418

ARTS IN GENERAL EDUCATION (AGE), 1988-89

School-Community Education Program
Program Administrator: M. Morris Speiser
Project Coordinator: Elton Warren

Prepared by:
Office of Research, Evaluation, and Assessment
Instructional Support Evaluation Unit
New York City Public Schools

PROJECT DESCRIPTION

The Arts in General Education (AGE) project is designed to assist teachers in planning and integrating the arts into their general education classroom curriculum. The goal of the project is to improve the instructional skills of participating teachers so that they can provide more stimulating learning experiences for students. The AGE project received $37 thousand in funding from the New York State Legislature.

In 1988-89, 98 elementary and high school teachers and supervisors from 11 Community School Districts (C.S.D.s 2, 6, 8, 9, 10, 12, 15, 19, 22, 24, and 27) participated in the program. Teachers who indicated their willingness to participate in the project were selected by school principals.

Participants attended a series of four staff development workshops and follow-up sessions which focused on dance as the catalyst for developing learning experiences in all the arts. Under the auspices of AGE/Joyce Theater Foundation Dance Education Partnership, the workshops were conducted by specialists from the Limon Dance Company and the Merce Cunningham Dance Company. Instructional activities included demonstration

lessons, dance classes, and performances. Conferences were provided for principals to support staff development training. Students also attended dance performances at the Joyce Theater. The objective for 1988-89 was for participating teachers to demonstrate their ability to integrate knowledge regarding the arts into the basic instructional program. This was measured by three different instruments: workshop evaluation forms, completed by the participating teachers; teacher surveys, completed by teacher's supervisors; and principal surveys, completed by the principals of participating schools.

EVALUATION METHODOLOGY

Evaluation activities focused on three areas: teachers' responses to the AGE workshops; the workshops' impact on the instructional practices of teachers as assessed by their supervisors; and the impact of the program on the participating schools as assessed by the principals. A different instrument was developed to measure each objective.

Teacher response was measured by a workshop evaluation form distributed at each workshop (see Appendix A). The objective for this project component was for teachers to assign a mean rating of at least 20 points to each workshop. Teachers were asked to rate five statements about the workshop on a five-point scale, from "strongly agree" to "strongly disagree," and to describe the positive and negative features of the workshops. The highest possible score was 25 points.

The impact of the workshops on the teachers' instructional practices was assessed by the teacher survey completed by the teachers supervisors (see Appendix B). The survey consisted of five statements about the teachers' use of art activities in the classroom, and asked the supervisor to rate how frequently the statement was true of the teacher. The criterion for success was for teachers to receive a rating of at least 12 points on the teacher survey. To facilitate analysis, a numerical value was assigned to each response: never=0, seldom=1, sometimes=2, and frequently=3. The highest score possible was 15 points.

The impact of the AGE program on the participating schools was assessed by a principals' survey (see Appendix C). The objective for this component was for principals to give the project a rating of at least ten points. Principals were asked to respond to four questions rating the extent of project impact on teachers and students at their schools, and to cite one specific example of AGE's contribution to the school program. To facilitate analysis, a numerical value was assigned to each response: no external program provided=0, no observable effect=1, somewhat=2, considerably=3. The highest score possible was 12 points.

FINDINGS

Complete data was submitted for only two teachers on the teachers' survey and two principals on the principals' survey. No survey data was submitted for the workshops. On the teachers'

survey, both of the teachers rated the program positively on all points. Overall mean rating was 20 out of a possible 20 points. On the principals' survey, the program again received positive ratings on all items with a mean of 11 out of a possible 12 points (see Table 1).

CONCLUSIONS AND RECOMMENDATIONS

In 1988-89, an adequate evaluation of the Moving Ahead program was not possible because of the small number of surveys submitted to the Office of Research Evaluation and Assessment. Data was received for only two teachers on the teachers' survey and two principals on the principals' survey and no surveys were submitted for the workshops. Of the surveys submitted for evaluation, the program received very high ratings from both teachers and principals. Principals stated that children were enthusiastic about that program. Considering the high ratings on the surveys received, including the principals' written-in comments, it is believed that this program is indeed having an impact on participants. In the future, project staff should make a greater effort to insure that all scores are submitted to the Office of Research, Evaluation, and Assessment for evaluation.

Table 1

Principals' Rating of Project Impact on Their Schools
Arts in General Education, 1988-89

Survey Item	Mean Rating[a]
Skills learned in AGE workshops benefited classroom instruction at school	3.0
AGE teachers shared their experiences with other teachers at school	2.0
Teachers and/or students benefited from participating in AGE-sponsored external classroom special programs	3.0
Teachers are interested in participating in future AGE training workshops	3.0
Total[b] (N=2)	11.0

[a]The following ratings were used: considerably=3, somewhat=2, no observable effect=1.

[b]Total mean rating for all survey items. Highest possible rating=12.

* Total mean rating for all items on the survey was 11.0 points.

Board of Education
of the City of New York

APPENDIX A
93418

DIVISION OF CURRICULUM AND INSTRUCTION
PEARL M. WARNER, EXECUTIVE DIRECTOR

WORKSHOP EVALUATION FORM

DEAR PARTICIPANT: YOUR IMPUT FROM THIS COMPLETED EVAUATION FORM WILL ASSIST US TO MODIFY AND IMPROVE FUTURE WORKSHOPS. THANK YOU FOR YOUR COOPERATION.

DISTRICT_____

TITLE OF WORKSHOP:_____

WORKSHOP LOCATION:_____

WORKSHOP TITLE:_____

WORKSHOP PARTICIPANT TITLE:

SUPERVISOR (ADMINISTRATOR)_____ DISTRICT STAFF_____

OTHER (SPECIFY)_____

TEACHER (GRADE LEVEL)_____

PARAPROFESSIONAL_____

SCHOOL (OPTIONAL)_____

NAME OF RESPONDENT (OPTIONAL)_____

	STRONGLY AGREE 5	AGREE 4	UNDECIDED 3	DISAGREE 2	STRONGLY DISAGREE 1
THE WORKSHOP WAS EFFECTIVE IN PRESENTING THE MATERIAL IN A MANNER THAT WAS USE-FUL IN IMPROVING CLASSROOM INSTRUCTION.					
THE MATERIALS USED WERE RELEVANT AND APPROPRIATE TO THE TOPIC.					
THE GOALS AND OBJECTIVES FOR THE WORKSHOP WERE ACHIEVED.					
WORKSHOP PARTICIPANTS' QUESTIONS WERE ENCOUR-AGED AND ANSWERED PROFESSIONALLY.					
THE WORKSHOP DEMONSTRA-TION LEADER WHO WAS KNOWLEDGEABLE ABOUT THE PROGRAM.					

RECOMMENDATIONS - GENERAL COMMENTS

FIRST: PLEASE LIST FROM YOUR PROFESSIONAL PERCEPTIONS AND WORKSHOP EXPERIENCE THE THREE (3) MOST SIGNIFICANT POSITIVE FEATURES, QUALITIES AND/OR HIGHOIGHTS OF THE WORKSHOP YOU JUST PARTICIPATED IN. FIRST IMPRESSIONS ARE IMPORTANT. ONE WORD OR A BRIEF SENTENCE TO DESCRIBE YOUR PRESENT FEELING IS ADEQUATE.

POSITIVE FEATURES OF WORKSHOP:

1. _____

2. _____

3. _____

SECOND: LIST ANY NEGATIVE FEELINGS YOU HAVE ABOUT THE WORKSHOP EXPERIENCE. IF NONE, PLEASE WRITE NONE. THANK YOU.

NEGATIVE FEELINGS:

1. _____

2. _____

3. _____

USE THE BACK OF THIS SHEET FOR ANY ADDITIONAL RECOMMENDATIONS OR GENERAL COMMENTS.

ARTS IN GENERAL EDUCATION (AGE)
TEACHERS' SURVEY

TEACHER'S NAME_____ GRADE LEVEL_____

SCHOOL_____ SPECIAL SUBJECT AREA_____

AGE PARTICIPANTS (CIRCLE ONE): YEAR 1 YEAR 2 YEAR 3 MORE

1. THE TEACHER'S LESSON PLANS INDICATE THAT SHE/HE INTEGRATES ARTS ACTIVITIES INTO CLASSROOM INSTRUCTION.

   A. NEVER B. SELDOM C. SOMETIMES D. FREQUENTLY

2. AGE TEACHERS SCHEDULED EXTERNAL ARTS ACTIVITIES FOR STUDENTS.

   A. NEVER B. SELDOM C. SOMETIMES D. FREQUENTLY

3. THE TEACHER PROVIDES INSTRUCTION IN BASIC ART CONCEPTS.

   A. NEVER B. SELDOM C. SOMETIMES D. FREQUENTLY

4. THE STUDENTS' BEHAVIOR DEMONSTRATES ENTHUSIASATIC RESPONSE TO ARTS ACTIVITIES.

   A. NEVER B. SELDOM C. SOMETIMES D. FREQUENTLY

5. THE TEACHER ENCOURAGES STUDENTS' CREATIVE EFFORTS.

   A. NEVER B. SELDOM C. SOMETIMES D. FREQUENTLY

0018F

APPENDIX C
93418

ARTS IN GENERAL EDUCATION (AGE)
PRINCIPALS' SURVEY

PRINCIPAL's NAME_____

SCHOOL_____

_____

1. SKILLS LEARNED BY TEACHERS IN AGE TRAINING WORKSHOPS BENEFITED CLASSROOM INSTRUCTION IN MY SCHOOL.

   A. CONSIDERABLY B. SOMEWHAT C. NO OBSERVABLE EFFECT

2. AGE TEACHERS SHARED THEIR EXPERIENCES WITH OTHER TEACHERS AT MY SCHOOL.

   A. CONSIDERABLY B. SOMEWHAT C. NO OBSERVABLE EFFECT

3. TEACHERS AND/OR STUDENTS AT MY SCHOOL BENEFITED FROM PARTICIPATION IN AGE-SPONSORED EXTERNAL CLASSROOM SPECIAL PROGRAMS.

   A. CONSIDERABLY B. SOMEWHAT C. NO OBSERVABLE EFFECT
   D. NO EXTERNAL SPECIAL PROGRAM PROVIDED.

4. TEACHERS AT MY SCHOOL ARE INTERESTED IN PARTICIPATING IN FUTURE AGE TRAINING WORKSHOPS.

   A. YES, THERE IS CONSIDERABLE INTEREST
   B. INTEREST IS LIMITED TO A FEW TEACHERS
   C. NO, TEACHERS DO NOT WANT TO PARTICIPATE

5. CITE AT LEAST ONE SPECIFIC EXAMPLE OF HOW AGE PARTICIPATION CONTRIBUTED TO YOUR SCHOOL PROGRAM THIS YEAR.

0018F

#5001-48-93423

ENRICHMENT PROGRAM K-9, 1988-89

School-Community Education Program
Program Administrator: M. Morris Speiser
Project Coordinator: Barbara Slatin

Prepared By:
Office of Research, Evaluation, and Assessment
Instructional Support Evaluation Unit
New York City Public Schools

PROJECT DESCRIPTION

The Enrichment Program K-9 provides staff development workshops to elementary and intermediate school teachers in Community School Districts (C.S.D.s) 3, 11, 13, 19, 20, 21, 24, 25, 26, 27, 28, and 29. This program is designed to motivate and train teachers to meet the needs of high-achieving students in kindergarten through grade nine.

In 1988-89, 515 teachers were selected by their principals to participate in the project. They attended five all-day workshops focusing on such topics as the assessment of instructional needs of gifted students, Taylor's Multiple Talent Theory, and the Enrichment Renzulli Triad Model. The workshops were conducted by district staff and consultants expert in gifted education. These experts visited the classroom of each participant to provide assistance in implementing project activities. In addition, teachers and students from C.S.D. 13, 20, 24, and 29 were involved in artistic, dramatic, and museum activities designed to stimulate creative expression in students and enrich the curriculum offerings of the teachers.

The objective for 1988-1989 was for 75 percent of the

participants to improve their knowledge of teaching techniques in the areas of instructional management, reasoning skills, and curriculum enrichment by at least 30 percent on a project-developed test. In addition, eighty percent of the teachers involved in the artistic and museum activities were expected to assign a rating of at least 35 on a survey developed to measure the effectiveness of the activity in enriching classroom instruction. The project received $320 thousand in funding from the New York State Legislature.

EVALUATION METHODOLOGY

Project impact was assessed by an analysis of teachers' scores on a project-developed test (see Appendix A) and their ratings of the project museum activities on a project developed survey. The 30-item test measures knowledge of Taylor's Multiple Talent Theory, forms of thinking, and strategies for gifted education. The test was administered on a pretest and posttest basis at the beginning and end of the program. The survey consisted of 10 items designed to measure the effectiveness of the museum activities in enriching classroom instruction (see Appendix B).

FINDINGS

Complete test scores were reported for 60 teachers from C.S.D. 27 and 28 (see Table 1). Overall mean gain was 33.7 percent. The pretest mean raw score for all districts was 8.7 points (29 percent correct responses) and the posttest mean score

was 18.8 points (62.7 percent correct responses). Teachers at C.S.D. 28 received the largest mean gain of 10.5 raw score points, or 35 percent.

Table 2 shows the percentage of participants who met the project-set criterion, by district. Overall, 92 percent of the participating teachers improved their knowledge of teaching techniques by at least 30 percent.

Two hundred and forty-nine teachers completed the survey rating the effectiveness of the museum and artistic activities on enriching their classroom curriculum. The overall mean rating was 41.5 out of a possible 50 points. Seventy-nine percent of the participating teachers assigned ratings of 35 or over on the effectiveness of these activities.

CONCLUSIONS AND RECOMMENDATIONS

In 1988-89, the Enrichment Program K-9 was successful in meeting its objectives. Overall, ninety-two percent of the teachers who were administered the project-developed test improved their knowledge of teaching techniques in the areas of instructional management, reasoning skills, and curriculum enrichment by at least 30 percent. In addition, 79 percent of the participating teachers assigned ratings of 35 or more on the effectiveness of the project's artistic and museum activities on enriching classroom curriculum.

TABLE 1

Teachers' Mean Raw Scores* on a Program-Developed Test
By District
Enrichment Program K-9, 1988-89

District	N	Pretest Mean		Posttest Mean		Mean Gain	
		Raw Score	Percent Correct	Raw Score	Percent Correct	Raw Score	Percent Correct
27	38	9.0	30.0	18.9	63.0	9.9	33.0
28	22	8.3	27.7	18.8	62.7	10.5	35.0
TOTAL	60	8.7	29.0	18.8	62.7	10.1	33.7

*Perfect Raw Score=30.

• Overall mean gain was 33.7 percent points.

TABLE 2

Percentage of Participants Meeting Project-Set Criterion[a]
by District
Enrichment Program K-9, 1988-89

District	N	Meeting Criterion N	Meeting Criterion %
27	38	35	92.1
28	22	20	90.9
TOTAL	60	55	91.7

[a]Seventy percent of the participating teachers will have improved their knowledge of teaching techniques by at least 30 percent.

* Ninety-two percent of the participants met the project-set criterion for success.

In 1987-88, complete pretest and posttest data for the project-developed test was received for 242 teachers from seven C.S.D.s. In 1988-89, complete test data was received for only 60 teachers from C.S.D.s 27 and 28, although survey data was provided for 249 teachers from all participating districts. It is unclear whether this change in reported data reflects changes in the program's objective toward a greater concentration on the museum activities, or whether the data were simply under-reported. In the future, project staff should report pretest and posttest data for all teachers participating in the staff development component of the program.

APPENDIX A
93423

ENRICHMENT PROGRAM K-9 PRE - POSTTEST

NAME_____ DATE_____

SCHOOL_____ DISTRICT_____

1) Calvin Taylor's approach to the teacher-learning process is called the;

   a) multiple talent approach.
   b) content process approach.
   c) product orientation method.

2) In view of what you know of Taylor's Rationale, which of the statements listed below would best describe a talent implementation program in the classroom?

   a) separately from the acquisition of knowledge.
   b) simultaneously with the acquisition of knowledge.
   c) alternately with the acquisition.

3) Select the component(s) which are incorporated in the complex process of the Multiple Talent Approach to learning:

   a) cognitive.
   b) affective.
   c) neither of these.
   d) both of these.

4) If you had a class from a low-socio economic background, what could you expect of them in talent development? Choose the statement you feel is most accurate.

   a) some would be talented in all areas.
   b) given enough time 85% would show achievement in several areas.
   c) 9 out of 10 employ at least one talent with above-average efficiency both for acquiring knowledge and for solving problems.

	T	F
5) When we speak of "gifted" students we are referring to a very homogeneous group of individuals.	___	___
6) The individual intelligence test is the only true indicator of giftedness.	___	___
7) The gifted program should be separate and independent of other school programs.	___	___
8) The gifted program should be concerned with providing learning opportunities and experiences that will make up for deficiencies in the regular classroom.	___	___

93423

	T	F
9) It is really important for the gifted program to have a separate and unique identity in your school.	___	___
10) Divergent thinking is a type of thinking where there is usually one answer.	___	___
11) Remembering and recognizing information is the student's main job.	___	___
12) The studen't job is to know the best answer to each problem.	___	___

DIRECTIONS Write the appropriate talent area for the following student behaviors on the blanks that precede each question.

Productive Thinking
Communication
Forecasting
Planning
Decision Making

_____ 13) The student has recorded his final choice for a career.

_____ 14) The student is composing a poem about the joy of being an American citizen.

_____ 15) The student is sharing problems he anticipates as he acts as a host to a friend for an afternoon.

_____ 16) The student is comparing yellow flowers to many different other yellow things.

_____ 17) The student is brainstorming many ways to improve a toy.

_____ 18) The student is pantomiming how a banana feels being peeled.

_____ 19) The student is using many words to describe a rock for the science display.

_____ 20) The student is adding details to his chalk picture of a duck waddling in peanut butter.

_____ 21) The student is making different predictions as to what caused the car accident.

_____ 22) The student is recording many different things mud is as swishy as.

_____ 23) The student adds details to his special birthday gift ideas to make them even better.

_____ 24) The student is generating ideas for "one of a kind" birthday gifts.

_____ 25) The student has made a final choice of one campaign strategy as being the best.

_____ 26) The student is predicting the many different causes for the flat tire on his bicycle.

_____ 27) The student is using a variety of single words that describe the shell he is observing after a field trip to the beach.

_____ 28) The student is listing all of the materials and equipment he will need for his magic show.

_____ 29) The student is using body language to demonstrate how to row a boat at the beach.

_____ 30) The student is drawing and labeling many different that are as spiney as a starfish.

ANSWER KEY

1.	A	16.	Communication
2.	B	17.	Productive Thinking
3.	D	18.	Communication
4.	C	19.	Communication
5.	FALSE	20.	Productive Thinking
6.	FALSE	21.	Forecasting
7.	FALSE	22.	Communication
8.	FALSE	23.	Productive Thinking
9.	FALSE	24.	Productive Thinking
10.	FALSE	25.	Decision Making
11.	FALSE	26.	Forecasting
12.	FALSE	27.	Communication
13.	Decision Making	28.	Planning
14.	Communication	29.	Communication
15.	Planning	30.	Communication

APPENDIX B
93423

Survey for Umbrella Program 93401 (#23)

SCHOOL: _____ GRADE: _____ DISTRICT: ____

NAME: _____ DATE: _____

Check if Appropriate: Special Education _____ Bilingual _____

I. TYPE OF ACTIVITY: (check one)
A. Single Performance, Auditorium: _____
B. Single Performance, Classroom: _____
C. Series of Hands-on Workshops: _____
D. Single Hands-on Workshop: _____
E. Other (Specify) _____

II. TEACHER EVALUATION: Please rate the activity you participated in by putting a check in the box which corresponds to your assessment of the program, using a scale from 1-5.

The Instructional Activity:	POOR 1	BELOW AVERAGE 2	AVERAGE 3	ABOVE AVERAGE 4	EXCELLENT 5
1. was age/grade appropriate.					
2. was well organized.					
3. challenged students' social and intellectual level.					
4. expanded students' appreciation of cultural diversity.					
5. was exciting and educationally stimulating.					
6. will help students learn new skills, or apply existing ones in new situations.					
7. was relevant to my teaching curriculum.					
8. presented information and/or ideas which I can integrate into everyday teaching of different subject areas.					
9. made efficient use of classroom time.					
10. was worthwhile, and I would recommend this program to other teachers.					

#5001-48-93430

MATHEMATICS INSTRUCTIONAL SUPPORT PROGRAM, 1988-89

School-Community Education Program
Program Administrator: M. Morris Speiser
Project Coordinator: Phyllis Gonon

Prepared by:
Office of Research, Evaluation, and Assessment
Instructional Support Evaluation Unit
New York City Public Schools

PROJECT DESCRIPTION

The Mathematics Instructional Support System was organized to develop a sequentially designed, supplementary mathematics guide for grade five in Community School District (C.S.D.) 18. The written manual integrated reasoning and thinking skills activities into the grade five Board of Education Comprehensive Instructional Management System in Mathematics (CIMS-Math). The purpose of the project is to assist mathematics teachers in their effort to improve the reasoning abilities of students. Eighty teachers participated in the program in 1988-89. The New York State Legislature provided $18 thousand in funding for staff support, supplies, and materials.

In 1988-89, a committee consisting of C.S.D. 18 teachers and District Office staff met regularly to develop the manual. Teachers with experience in curriculum writing were recommended for program participation by their school principals and selected by the district superintendent. The completed document was expected to correspond to requirements specified by the Regents Action Plan and by the Board of Education's minimal teaching essentials. The curriculum guide containing specific

lessons in the areas of basic mathematics, problem solving, and reasoning skills in mathematics was printed and distributed to all fifth grade teachers in C.S.D. 18. These teachers also received assistance in the use and implementation of the manual.

EVALUATION METHODOLOGY AND FINDINGS

The evaluation of the Mathematics Instructional Support System was based on a review of a completed grade five manual. Project staff sent the finished document to the Central Office of the School-Community Education Program for evaluation. It was determined that a curriculum specialist with the Mathematics Unit of the Board of Education would review the manual. A document review checklist was developed by the Instructional Support Evaluation Unit of the Office of Research, Evaluation, and Assessment (see Appendix A).

The manual was evaluated as meeting all criteria in the document review checklist. No written commentary was provided to specify the degree to which the document met the criteria for success, and no recommendations for improvement were suggested.

CONCLUSIONS AND RECOMMENDATIONS

The Mathematics Instructional Support System was a successful program in 1988-89. It produced a manual for fifth grade teachers designed to help them improve the mathematical abilities of their students. Overall, the manual received a positive rating, and its content conformed with the stated objective. No specific comments or recommendations for

improvement were suggested by this reviewer.

The document review checklist was revised for 1988-89, to provide a more systematic and detailed evaluation, encouraging written comments on each of the nine criteria. The present reviewer merely stated whether the manual met each of the nine criteria, without further elaboration. It is recommended that in the future, reviewers of the manual be required, not just encouraged, to provide written comments for each of the nine criteria. This would enable a more complete evaluation of the strengths and weaknesses of the manual.

APPENDIX A
93430

Citywide Umbrella Program
Evaluation Report for Curriculum Projects Manuals and Other Documents. (1988-89)

Umbrella Program Name:_____ Date:_____

Name of Person Completing the Review:_____

Title:_____

Introduction

The State Education Department requires that all Umbrella Programs be evaluateed. In order to help us meet this requirement, we are asking that you examine this document, and evaluate it using this form. Thank you for your cooperation.

1.	The manual follows the New York State syllabus and the New York City curriculum.	Y	N	NA

Explain:_____

_____

2.	The manual includes information and requirements indicated by the Regents Action Plan.	Y	N	NA

Explain:_____

_____

3.	The manual integrates reasoning/ thinking skills activities.	Y	N	NA

Explain:_____

_____

4.	The manual contains lesson plans that present suitable strategies for achieving reasonable goals.	Y	N	NA

Explain:_____

_____

5. The manual contains objectives and concepts that are clearly defined. Y N NA

Explain: _____

_____

6. The manual contains classroom activities and materials that are relevant and consistent with the stated objectives and teaching strategies. Y Y NA

Explain: _____

_____

7. The manual contains criterion referenced tests that include higher-level thinking questions. Y N NA

Explain: _____

_____

8. The manual contains technical and non-technical language that is consistent with the highest standards of the Office of Professional Development and Leadership Training. Y N NA

Explain: _____

_____

9. The manual could be circulated citywide. Y N NA

Explain: _____

_____

10. The manual meets the goals specified in the objective of the original proposal.

Explain: _____

_____

#0265C

#5001-48-93431

ADVENTURES IN SCIENCE, 1988-89

School-Community Education Program
Program Administrator: M. Morris Speiser
Project Coordinator: Rose Viliani

Prepared by:
Office of Research, Evaluation, and Assessment
Instructional Support Evaluation Unit
New York City Public Schools

PROJECT DESCRIPTION

The Adventures in Science project was designed to provide an effective science training program for teachers and supervisors in Community School District (C.S.D.) 8. By recognizing the need for improved science instruction, the project trained and assisted participants in the development and implementation of appropriate science lessons and activities for use by fourth and fifth grade teachers. These lesson plans and activities sought to emphasize student experimentation, problem-solving, and reasoning/thinking skills. The New York State Legislature provided $21,000 in funding to support teacher participation in after-school activities.

In 1988-89, 25 school teachers and supervisors participated in the project. School principals selected participants from among teachers who expressed the need for assistance in science instruction and showed interest in and the ability to assist in the development of science lessons plans. Project activities, carried out in school and after-school workshops, were conducted by C.S.D. 8 staff and consultants. The training program provided a broad overview of the New York City science curriculum and the

New York State syllabus. It also included teaching strategies, laboratory techniques, and materials and activities described in the new Regents Action Plan. The topics discussed in the training sessions served as the basis for the development of lesson plans. Teachers received further on-site assistance in the selection and use of classroom materials and the organization of classroom science centers, and through demonstration lessons.

The project objective was for participating teachers to produce lesson plans appropriate for use in science by third through sixth grade teachers. These lesson plans had to include requirements indicated by the New York State Regents, the State Education Department, and the New York City Board of Education.

EVALUATION METHODOLOGY AND FINDINGS

The evaluation of the Adventures in Science program was based on a review of the completed documents through the use of an evaluation checklist (see Appendix A) designed to establish the effectiveness of the documents and determine if they met the requirements of the New York State Regents, the State Education Department, and the New York City Board of Education.

The manual consisted of student-directed problem-solving science lessons designed to provide laboratory type, hands-on activities for use by grades 3 through 6. The completed documents were reviewed by a curriculum specialist from the Science Unit of the New York City Board of Education. The reviewer rated all aspects of the documents very positively. No

other comments on the documents were provided.

CONCLUSIONS AND RECOMMENDATIONS

The Adventures in Science program for 1988-89 was successful in meeting its stated objective. It produced written instructional activities and lessons for use by third through sixth grade science teachers that included requirements from the New York State Regents, the State Education Department, and the New York City Board of Education.

It is recommended that the Document Review Checklist be revised for 1989-90 to provide a more systematic and detailed evaluation, requiring written comments on each of the nine criteria.

Citywide Umbrella Program
Evaluation Report for Curriculum Projects Manuals
and Other Documents. (1988-89)

APPENDIX A
93431

Umbrella Program Name:_____ Date:_____

Name of Person Completing the Review:_____

Title:_____

Introduction

The State Education Department requires that all Umbrella Programs be evaluateed. In order to help us meet this requirement, we are asking that you examine this document, and evaluate it using this form. Thank you for your cooperation.

1.	The manual follows the New York State syllabus and the New York City curriculum.	Y	N	NA

Explain:_____

_____

2.	The manual includes information and requirements indicated by the Regents Action Plan.	Y	N	NA

Explain:_____

_____

3.	The manual integrates reasoning/ thinking skills activities.	Y	N	NA

Explain:_____

_____

4.	The manual contains lesson plans that present suitable strategies for achieving reasonable goals.	Y	N	NA

Explain:_____

_____

5. The manual contains objectives and concepts that are clearly defined. Y N NA

Explain: _____

_____

6. The manual contains classroom activities and materials that are relevant and consistent with the stated objectives and teaching strategies. Y Y NA

Explain: _____

_____

7. The manual contains criterion referenced tests that include higher-level thinking questions. Y N NA

Explain: _____

_____

8. The manual contains technical and non-technical language that is consistent with the highest standards of the Office of Professional Development and Leadership Training. Y N NA

Explain: _____

_____

9. The manual could be circulated citywide. Y N NA

Explain: _____

_____

10. The manual meets the goals specified in the objective of the original proposal.

Explain: _____

_____

#0265C

#5001-48-93432

EARLY CHILDHOOD LANGUAGE AND LITERACY PROGRAM, 1988-89

School-Community Education Program
Program Administrator: M. Morris Speiser
Project Coordinator: Eileen Mautschke

Prepared by:
Office of Research, Evaluation, and Assessment
Instructional Support Evaluation Unit
New York City Public Schools

PROJECT DESCRIPTION

The Early Childhood Language and Literacy project is designed to provide training in communication arts to kindergarten through grade four teachers in Community School Districts (C.S.D.) 9, 14, 17, 24, 28, and 29. The purpose of the project is to teach participants the necessary techniques and strategies to actively engage pupils in a structured program in order to improve their listening, reading, and thinking skills. In 1987, the program was presented at the International Reading Association Conference in Anaheim, California. Another project component involved C.S.D. 14 staff in the development of curriculum materials in communication arts.

Schools were selected for participation in the project according to their needs to improve pupil achievement in communication arts, and project participants were selected among volunteer teachers. In C.S.D. 14, participants were selected among staff members who had experience in curriculum development.

The project objective was for 80 percent of the teacher participants to achieve an increase of at least 10 percent in their ability to teach communication arts that include listening,

speaking, reading, and writing in classes from kindergarten through grade four. Teacher performance was measured by a program-developed survey that was administered at the beginning and at the end of project activities.

Staff members consisted of a project director and one teacher-trainer consultant who visited the schools and classrooms twice a week to provide project services. These included demonstration lessons, workshops, and articulation of program procedures. Teachers were shown how to organize their classrooms so that there were reading corners, listening centers, art areas, writing centers, and language development game areas. These areas could be used for whole group, small group, and individual pupil activities. Specially designed materials such as language development games, big books, a library of books for individual selection and audio-cassettes for student practice in listening skills were used in the classrooms. The New York State Legislature contributed $74 thousand to pay for the consultant's services and to purchase educational supplies.

EVALUATION METHODOLOGY

Project impact was assessed by an analysis of teachers' scores on a project-developed test (see Appendix A). The test was administered on a pretest and posttest basis at the beginning and end of project activities. Perfect raw score on the test was 75 points. In addition, the completed documents produced by the teachers in C.S.D. 14 were reviewed by a curriculum specialist

through the use on an evaluation checklist (see Appendix B). The evaluation checklist was designed to establish the effectiveness of the documents and to determine if they met the requirements of the New York State Regents, the State Education Department, and the New York City Board of Education.

FINDINGS

Complete test scores were submitted for 60 participants. Table 1 presents teacher test outcomes by C.S.D. Overall, the mean preprogram raw score was 32.1 points (39.7 percent correct responses), and the mean postprogram raw score was 46.3 points (61.7 percent correct), for a mean gain of 14.2 points, or 18.9 percent. Teachers at C.S.D. 9 achieved the largest mean gain of 15.6 points, or 20.8 percent.

Table 2 displays the percentage of teachers who achieved at least a ten percent increase in their ability to teach communication arts. Overall, 85 percent of participants met the project-set criterion for success.

Teachers in C.S.D. 14 produced a written reference manual of reading skills that included six instructional components: phonics, structural analysis, vocabulary, basal reading, comprehension, and practice with Cloze materials. The manual was not found to meet any of the ten criteria of the document review

TABLE 1

Teachers' Mean Raw Scores on a Project-Developed Inventory,[a] by District
Early Childhood Language and Literacy, 1988-89

C.S.D.	N	Pretest Mean		Posttest Mean		Mean Gain	
		Raw Score	Percent Correct	Raw Score	Percent Correct	Raw Score	Percent Correct
9	51	29.8	39.7%	45.4	60.5%	15.6	20.8%
29	9	44.9	59.7	51.2	68.3	6.3	8.4
TOTAL	60	32.1	42.8	46.3	61.7	14.2	18.9

[a]Perfect raw score=75.

- Teachers achieved an overall mean gain of 18.9 percent.
- Teachers at C.S.D. 9 achieved the highest mean gain.

TABLE 2

Percentage of Teachers Meeting the Project-Set Criterion*
Early Childhood Language and Literacy, 1988-89

C.S.D.	N	Meeting Criterion N	Meeting Criterion %
9	51	48	94.1%
29	9	3	33.3
TOTAL	60	51	85.0

*Eighty percent of participants will achieve at least a ten percent increase in their ability to teach communication arts.

* Overall, 85 percent of participating teachers met the project-set criterion for success.

checklist. The reviewer stated that the manual did not meet the goals specified in the objective of the original proposal, or the requirements indicated by the Regents Action plan. She felt that it was not a manual per se but rather isolated sets of instructional skills.

CONCLUSIONS AND RECOMMENDATIONS

In 1988-89, the Early Childhood Language and Literacy program was successful in meeting its objective for the training component, and not successful in the written documents component.

In the training component of the program, 85 percent of participating teachers met or surpassed the project-set criterion for success. C.S.D. 9 had the largest success rate, 94 percent. The test currently in use measures teachers' factual knowledge of communication arts. As a result, although the project was judged to be successful, it is impossible to know whether this knowledge is indeed being translated into improved communication instruction as stated in the objective. In the future, project staff should replace the current evaluation instrument with an observational survey to determine if the instruction provided in the program is being implemented in the classroom by participating teachers.

In the second component of the program, teachers at C.S.D. 14 were not successful in producing a manual that included requirements from the New York State Regents, the State Education Department, and the New York City Board of Education. There

appeared to be a discrepancy between the stated objective and the goals of the document produced. The objective stated that teachers were to produce written instructional activities and lessons emphasizing comprehension skills, phonics, class management, and vocabulary development. The manual produced was described as a reference in reading skills. The reviewer stated that the manual appeared to be isolated sets of instructional skills, and lacked strategies for implementing these skills. It is recommended that future manuals follow the New York State syllabus and New York City curriculum as closely as possible, and attempt to fulfill the requirements indicated by the Regents Action Plan.

Early Childhood Language Arts Questionnaire

Name: _____ Date: _____

Grade: _____ School: _____ District: _____

Please indicate your answer for each of questions 1-16 by encircling the letter in front of <u>one</u> of the five options

1 On entry to school the most important thing for children to be trained to do is:
- a to be silent until they are asked to speak
- b to sit still at their own desks
- c to use only materials assigned to them by the teacher
- d to speak softly to other children at all times
- e to line up quietly when asked by the teacher

2 At the start of the school day the teacher should first:
- a involve the children in taking attendance
- b assign the children the day's first learning tasks
- c discuss weather and news with the children
- d help the children to establish the date
- e share a new book with the children

3 What is the best form of grouping for the teaching of reading?
- a the whole class
- b three groups based on ability
- c small mixed-ability groups
- d a combination of (a) and (c)
- e a combination of (a) and (b)

4 What is the most important prerequisite for beginning reading instruction?
- a knowledge of letter names
- b ability to compare initial sounds
- c auditory discrimination ability
- d development of appropriate sight-word vocabulary
- e positive response to story books

5 What should be the teacher's first goal in the teaching of beginning writing?

a to develop letter formation skills
b to improve small-muscle skills
c to teach the purpose of writing
d to extend vocabulary
e to develop letter-sound correspondences

6 What is the most important consideration for the teacher when organizing the children's work places in the classroom?

a children can see the chalkboard
b children can easily talk to each other
c children are clearly visible from the front of the room
d children have their own designated seats
e children are not seated facing a window

7 When is the best time to start teaching children to read?

a then they can take an interest in written language
b when they can concentrate and follow instructions
c when they have mastered basic pre-reading skills
d when they have reached a mental age of 6½ years
e when they are at the operational stage of cognitive development

8 What is the most valuable aim for using small group games in the classroom?

a vocabulary extension
b small-muscle development
c behavior modification
d eye-hand coordination
e social development

9 At the beginning of the school year, classroom work should concentrate on:

a listening and speaking
b listening, speaking and reading
c listening, speaking, reading and writing
d listening, thinking, speaking, reading and writing
e listening, speaking and writing

10 What should the teacher do about children's reading errors?

a ignore them, so as not to damage the child's confidence
b correct errors on the most common words only
c correct errors that interfere with understanding
d correct all errors as they occur
e correct errors on words previously taught

11 During the early childhood school day the teacher should concentrate mainly on:

a monitoring peer group interaction
b teaching small groups of children
c organizing whole class activities
d supervising individual children's work
e training children in good school behavior

12 What is the most effective way of promoting children's spoken language development?

a teaching an extended basic vocabulary
b helping children to improve their pronunciation
c organizing spoken language interaction in small groups
d discussing appropriate topics with the class
e engaging children in in-to-one conversation

13 For the teaching of reading in the early childhood classroom, the most important resource is:

a pre-primers from one well chosen basal reading program
b story books with multiple cueing systems
c a wide variety of books with very simple vocabulary
d well written teacher-made experience charts
e pre-primer from more than one basal reading program

14 Children should be encouraged to express their ideas in writing:

a as soon as they have listened to some stories in school
b as soon as they have learned to write some letters
c as soon as they can learn to draw shapes
d as soon as they can read some words
e as soon as they enter school

15 Which classroom teaching approach is best for beginning reading?

a a phonics approach

b a whole-word approach

c a combined phonics and whole-word approach

d a language-experience approach

e a whole-language approach

Give reason(s) for your answer:

* * * * *

16 Please describe briefly the kinds of staff development activity that would, in your opinion, be most valuable in helping you to further improve language and literacy learning in your classroom.

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APPENDIX B
93432

Citywide Umbrella Program
Evaluation Report for Curriculum Projects Manuals and Other Documents. (1988-89)

Umbrella Program Name:_____ Date:_____

Name of Person Completing the Review:_____

Title:_____

Introduction

The State Education Department requires that all Umbrella Programs be evaluateed. In order to help us meet this requirement, we are asking that you examine this document, and evaluate it using this form. Thank you for your cooperation.

1.	The manual follows the New York State syllabus and the New York City curriculum.	Y	N	NA

Explain:_____

_____

2.	The manual includes information and requirements indicated by the Regents Action Plan.	Y	N	NA

Explain:_____

_____

3.	The manual integrates reasoning/ thinking skills activities.	Y	N	NA

Explain:_____

_____

4.	The manual contains lesson plans that present suitable strategies for achieving reasonable goals.	Y	N	NA

Explain:_____

_____

5. The manual contains objectives and concepts that are clearly defined. Y N NA

Explain: _____

_____

6. The manual contains classroom activities and materials that are relevant and consistent with the stated objectives and teaching strategies. Y Y NA

Explain: _____

_____

7. The manual contains criterion referenced tests that include higher-level thinking questions. Y N NA

Explain: _____

_____

8. The manual contains technical and non-technical language that is consistent with the highest standards of the Office of Professional Development and Leadership Training. Y N NA

Explain: _____

_____

9. The manual could be circulated citywide. Y N NA

Explain: _____

_____

10. The manual meets the goals specified in the objective of the original proposal.

Explain: _____

_____

#0265C

#5001-48-93434

DISCOVERING ABILITIES AND IMPROVING ACHIEVEMENT, 1988-89

School-Community Education Program
Program Administrator: M. Morris Speiser
Project Coordinator: C. Raseh Nagi

Prepared by:
Office of Research, Evaluation, and Assessment
Instructional Support Evaluation Unit
New York City Public Schools

PROJECT DESCRIPTION

The Discovering Abilities and Improving Achievement program is designed to train teachers in Community School District (C.S.D.) 22 to diagnose pupil abilities and prescribe appropriate educational activities. This enables teachers to work with both gifted and talented pupils as well as with those in need of remedial instruction. In 1988-89, the project served 174 elementary school teachers who were selected by school principals from those willing to participate in the program.

The project coordinator and consultants conducted all-day training workshops during September 1988. The training design was based on the Structure of Intellect (SOI) model, developed by Dr. J.P. Guilford and enhanced by Dr. Mary Meeker, which focuses on the diagnosis of student abilities and the development of individual prescriptive learning activities. Teachers were trained to develop students' cognitive skills, to differentiate the curriculum for potentially gifted pupils, and to implement a diagnostic/prescriptive classroom program. Project staff also assisted teachers with follow-up activities and classroom visits.

The project objective for 1988-89 was for 80 percent of the

participants to achieve a 40 percent increase in their ability to understand a diagnostic/prescriptive critical thinking program based on the SOI theory as measured by a project-developed test. The New York State Legislature contributed $9 thousand in funding to cover expenses for substitute teachers.

EVALUATION METHODOLOGY AND FINDINGS

The evaluation of the project was based on analysis of teacher performance on a project-developed test consisting of 16 multiple-choice items (see Appendix A). Pretest and posttest mean raw scores were compared to determine achievement differences.

Complete test data were submitted for 174 teachers. Table 1 presents teachers' mean raw scores. Pretest mean raw score was 10.1 points (63.1 percent correct responses) and posttest mean score was 13.4 points (83.8 percent correct), for a mean gain of 3.3 points or 20.6 percent. Overall, only one percent of teacher participants met the project-set criterion for success of a 40 percent increase from pre- to posttest.

CONCLUSIONS AND RECOMMENDATIONS

In 1988-89, the Discovering Abilities and Improving Achievement project was not successful in meeting its objective of 80 percent of teacher participants achieving a 40 percent increase their ability to understand a diagnostic/prescriptive critical thinking program. The failure of the program to meet

TABLE 1

Teachers' Mean Raw Scores[a] on a Project Developed Test, Discovering Abilities and Improving Achievement Program, 1988-89

N	Pretest Mean		Posttest Mean		Mean Gain	
	Raw Score	Percent Correct	Raw Score	Percent Correct	Raw Score	Percent Correct
174	10.1	63.1%	13.4	83.8%	3.3	20.6%

[a]Perfect Raw Score=16.

• Overall, one percent of teacher participants met the project-set criterion for success of a 40 percent gain from pretest to posttest.

its objective is due in part to the ceiling effect. The ceiling effect occurs when a test is too easy. Many of the teachers scored pretest scores as high as 14 raw score points or 87.5 percent correct responses. Over sixty percent of teachers received pretest scores of over 60 percent correct responses. Such high pretest scores preclude a 40 percent gain on posttest. It is recommended that in the future, the test be revised to eliminate those items teachers know before entering the program. In addition, the objective needs further revision. The objective should be revised to state, "75 percent of the participating teachers will achieve a gain of 20 percent."

APPENDIX A
93434

PRE-POST TEST

What area of Intellectual Ability is assessed by these questions.

1. Which sounds (shapes)are alike? Which ones can be put together?

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

2. Alphabetize these words. Put the numbers that are alike together.

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

3. What do these words mean? (vocabulary)

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

4. Do you remember which figure goes with this one?

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

5. What card did I just show you? (playing cards)

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

6. In the story we read, who was the main character? What did he do? Who was his friend? Where was he from? Etc...

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

7. Find two objects that are related to each other. Why are they related?

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

8. Which of these words are related to each other because of the way they are spelled? or sound?

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

9) Which words or ideas go together? Why?

a) cognition b)memory c) evaluation d) convergent production
e) divergent production

10) Put these pictures in order that they should go in.

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

11) What is 1 + 3? (6 - 4? 8 x 2? etc.) What is a four letter word that starts with M and ends with E?

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

12. If you did this particular task, or used this tool, what would your occupation be?

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

13. Make something out of this clay, paper, tile, etc.

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

14. Take all these noses and ears and things and see if you can make new faces.

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

15. Make a new word with the ending letter of this word. Rewrite this song or rhyme.

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

16. Can you write a poem?

a) cognition b) memory c) evaluation d) convergent production
e) divergent production

#5001-48-93436

SUM IN ONE, 1988-89

School-Community Education Program
Program Administrator: M. Morris Speiser
Project Coordinator: Barbara Herman

Prepared by:
Office of Research, Evaluation, and Assessment
Instructional Support Evaluation Unit
New York City Public Schools

PROJECT DESCRIPTION

The Sum in One project provides staff development training services to teachers in order to improve music instruction in elementary schools. By supplementing and upgrading music instructional techniques, the program seeks to involve a cadre of teachers who will, in turn, assist in the training of other teachers. In 1988-89, 30 teachers from Community School District (C.S.D.) 1 participated in the program.

Participants were selected from among those teachers who expressed a need for additional training in music instructional techniques and were interested in the project. School principals recommended them for program participation, and they were finally selected by the program coordinator. Instructional activities involved a series of three workshops conducted by the project coordinator, which were held during regular school hours. The workshop series included Music In-Service and Staff Recorder workshops.

Instruction focused on techniques designed to motivate children to make music, organize the room for music lessons, and to teach basic music skills; the soprano recorder and the piano.

Project staff consisted of one teacher-coordinator. The New York State Legislature provided $4,600 in funding to purchase instructional supplies and equipment.

The program objectives for 1988-89 were for teacher participants to demonstrate a statistically significant mean gain on a project developed test measuring knowledge of music theory, and to assign a value of 15 or more on a survey measuring the impact of the workshops on their classroom instruction.

EVALUATION METHODOLOGY

Evaluation activities focused on analyses of teacher performance on two forms of a project-developed test (see Appendix A). A different form was administered for each workshop series. A perfect score for each test form was 100 points. Teachers took the test at the beginning and at the end of project activities.

In addition participants completed a survey measuring the impact of the workshops on their classroom instruction (see Appendix B). The survey asked teachers to rate five items assessing the impact of the workshops on areas such as their confidence to utilize and organize musical activities in their classroom. Teachers rated each item on a scale from 1 (poor) to 5 (excellent). The survey was administered at the end of the project activities.

FINDINGS

Complete test scores were submitted for 17 teachers who attended different workshops. Six teachers attended the Staff Recorder/Flutophone Workshop (SRW), and eleven participated in the Music In-Service Workshop (MSW). Table 1 shows evaluation findings by workshop. Mean pretest raw score was 19.5 points and mean posttest score was 86.5 points, for a mean gain of 67 points. Using the paired t-test, this gain was found to be statistically significant. Mean gain scores varied little between the different workshops.

Table 2 presents the mean ratings for the survey. A total of 30 teachers completed the survey forms: 11 M.S.W., 6 S.R.W., and 13 from a one-day workshop. All participants reported that the workshops had a beneficial impact on their classroom instruction. Total mean rating for all five items was 24 points out of a possible 25.

CONCLUSIONS AND RECOMMENDATIONS

In 1988-89, the Sum in One project was a successful program. Participants achieved significant mean gains in their knowledge of music theory. A comparison of mean pretest scores, which were relatively low, with mean posttest scores indicates a remarkable improvement in teacher performance. In addition, all participants stated that the workshops had a beneficial impact on their classroom instruction. Yet, measuring project impact

TABLE 1

Teachers' Mean Gain Scores[a] on a Program-Developed Test, by Workshop
Sum In One, 1988-89

Workshop	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Gain Mean	Gain SD
S.R.W.[b]	6	10.7	9.6	72.0	8.2	61.3	10.8[d]
M.S.W.[c]	11	24.4	9.1	94.4	5.9	70.0	9.7[d]
TOTAL	17	19.5	11.2	86.5	12.8	67.0	10.7[d]

[a]Perfect raw score on each workshop test=100.

[b]Staff Recorder/Flutophone Workshop.

[c]Music In-Service Workshop.

[d]Significant at $p<.05$.

Teacher participants in both workshops received statistically significant mean gains.

TABLE 2

Teachers' Mean Scores* on Project-Developed Survey, by Workshop Sum In One, 1988-89

Workshop	N	Mean Rating
Staff Recorder/ Flutophone Workshop	6	23.5
Music-In-Service Workshop	11	23.2
One-Day Workshop	13	25.0
TOTAL	30	24.0

*Perfect rating on the survey=25.

* All participants rated the program as having a positive impact on their classroom instruction.

remains problematic because the tests cannot adequately measure the project objective or the teachers' "ability to extend and enrich their students' music experiences and activities." The tests measure factual musical knowledge but do not provide a measure of how this knowledge is extended to children or how it enriches the children's music experiences and activities. The survey makes an attempt to measure the projects impact on classroom instruction but it is subjective in nature and deals primarily with the teachers perceived ability to teach music, as opposed to the actual impact such instruction has on the students. In order to effectively evaluate the improved instructional skills of teachers, project staff should consider assessing student growth which, together with teacher evaluations, could provide an indirect measure to assess teacher instructional ability.

In addition, the objective for the project-developed test should be changed. In general, t-tests of significance are reserved for standardized tests. As a result, it is recommended that the objective be changed from a "statistically significant increase" to "70 percent of the teachers will make a 25 percent increase."

.M IN ONE: Supplementing and Upgrading Music in District One

PRE/POST EVALUATION: Piano/Sightsinging Workshops for District One Staff

NAME _____ SCHOOL _____ DATE _____

1.2.3.4.5. List 5 reasons for including the study of piano skills and sightsinging in the curriculum.

6.7.8.9.10.11. Write a C Major scale in both the treble and bass clefs. Name each note with letter name AND solfege syllable.

C Major

C Major

12.13.14.15. Write a four measure rhythm in 4/4 time.
16.17.18.19. Write a four measure rhythm in 3/4 time.
Use the following symbols:

20.21.22.23.24.25.26.27.28.29. Match the words and symbols with a connecting line.

27. eighth note	( )	𝄢
28. dotted half note	( )	𝄑
29. treble clef sign	( )	𝄐
30. bass clef sign	( )	𝄇
31. crescendo	( )	𝄽
32. diminuendo	( )	𝄾
33. soft	( )	𝄢
34. loud	( )	𝄙
35. repeat	( )	𝄐
36 whole note	( )	𝄻

93436

Play a song of your own choice that you have learned in this course.

30.31. notes 32.33. rhythm 34.35. tempo 36. touch 37. phrasing

Sightread the following:

38.39. Clap the rhythm.
40.41. Say the note names.
42.43. Sing the solfege syllables.
44.45. Play on the piano or keyboard.

46.47.48.49.50. Use the Plan Grid to help you outline developing skills in a solfege pattern of your own choice, such as mi-re-do, so mi. Consider motivation, preparation, development and reinforcement.

RHYTHM	MELODY	HARMONY	LISTENING	MOVEMENT	READING/WRITING	FORM	INSTRUMENT

APPENDIX B
93436

New York City
Board of Education

347 Baltic Street
Brooklyn, N.Y. 11201

Dr. Richard R. Green
Chancellor

Rose McKeown
Director
Office of Special Powers
(718) 935-4161

M. Maxine Spicer
Director (ESL)
Citywide Umbrella Bureau
Room 306 (718) 935-4163

Survey For The Umbrella Program,
Sum In One 93401 (#36)

School:_____ Grade:_____ District_____

Name:_____ Date:_____

Check if Appropriate: Special Education_____
Bilingual _____

Directions: Please rate the activity you participated in by putting a check in the box which corresponds to your assessment of the program, using a scale from 1-5.

The Instructional Activity:

	POOR 1	BELOW AVERAGE 2	AVERAGE 3	ABOVE AVERAGE 4	EXCELLENT 5
1. Provided guidance on how to organize musical activities for the classroom					
2. Increased my confidence to use various musical activities.					
3. Helped to increase my musical skills.					
4. Will enable me to integrate music with other subject areas.					
5. Was worthwhile, and I would recommend this program to other teachers.					

Raw Score _____

#5001-48-93438

ORAL HISTORY PROGRAM, 1988-89

School-Community Education Program
Program Administrator: M. Morris Speiser
Project Coordinator: Michael B. Gordon

Prepared by:
Office of Research, Evaluation, and Assessment
Instructional Support Evaluation Unit
New York City Public Schools

PROJECT DESCRIPTION

The Oral History Program provides training to junior high school teachers in Community School Districts (C.S.D.s) 9, 12, 20, 24 and 28 in the techniques necessary for the implementation of an instructional program in oral history. The goal of the project is to complement and reinforce instructional activities in the areas of communication arts, social studies, and critical reasoning and thinking skills, and to involve students of participating teachers in community life.

In 1988-89, 80 teachers and some 2,400 students participated in project activities. Volunteer teachers interested in the program were recommended for program participation by school principals. Teachers attended after-school seminars, workshops, and in-classroom demonstration lessons conducted by a consultant on topics such as interviewing, research, questionnaire development, comprehension, writing, critical evaluation, and oral presentation. Additional activities included training in the use of audio-visual equipment, use of public media, advertising outreach techniques, and interviews with celebrities (i.e. Elie

Wiesel, Dizzy Gillespie, Nat Hentoff) and community people. After the training of teachers was completed, pupils participated in these activities.

The project objective was for 80 percent of teacher participants to improve their knowledge and skills necessary to implement an oral history program in their classrooms. This improvement was expected to be at least 25 percent, as measured by a program-developed test. The project was funded for $43 thousand by the New York State Legislature.

EVALUATION METHODOLOGY AND FINDINGS

Evaluation activities focused on analysis of teachers' scores on a project-developed test, consisting of 25 multiple-choice, and true and false items on interviewing techniques and general factual knowledge (see Appendix A). The test was administered on a pretest and posttest basis at the beginning and end of project activities.

Pretest and posttest scores were reported for 35 teachers (see Table 1). Overall, mean pretest raw score was 7.4 points (29.6 percent correct responses); mean posttest raw score was 18.2 points (72.8 percent correct), for a mean gain of 10.8 points or 43.2 percent increase. All of the participating teachers met or surpassed the project-set criterion for success of a 25 percent gain at posttest.

TABLE 1

Teachers' Mean Raw Scores[a] on a Project-Developed Test, by District
Oral History Program, 1988-89

N	Pretest Mean		Posttest Mean		Mean Gain	
	Raw Score	Percent Correct	Raw Score	Percent Correct	Raw Score	Percent Correct
35	7.4	29.6	18.2	72.8	10.8	43.2

[a]Perfect Raw Score=25.

- Overall, mean gain was 43.2 percent.
- One hundred percent of teachers met or surpassed the project-set criterion of a 25 percent gain at posttest.

CONCLUSIONS AND RECOMMENDATIONS

In 1988-89, the Oral History Program was successful in meeting its objective. One hundred percent of participating teachers improved their performance at posttest by at least 25 percent. Overall, mean gain was 10.8 raw score points or 43 percent. It is recommended that alternative evaluation instruments be explored. The project-developed test only measures factual knowledge and interview techniques without evaluating the acquisition of skills for program implementation. Appropriate test items measuring this ability should be included in the testing instrument. A survey, based on the observation of teacher performance in the classroom would, however, provide a better evaluation instrument.

ORAL HISTORY PROGRAM

PRE- AND POST- EVALUATION QUESTIONS

1. To help understand the Holocaust you would interview:

   a. Nassau County Executive Frances Purcell
   b. Elie Wiesel
   c. Arthur Kinoy
   d. All of the above

2. Who wrote "Return to Sender"?

   a. Elvis Presley
   b. Jimmie Lee Jones
   c. Will Dee
   d. Otis Blackwell

3. A good opening Oral History question is:

   a. How old are you?
   b. Can you think of funny anecdotes about your family?
   c. How many kids do you have?
   d. What has your life been like?

4. A pupil doing an Oral History should:

   a. Have at least twenty questions prepared.
   b. Prepare three to six questions, then improvise.
   c. Improvise the interview.
   d. Know exactly what information he or she wants to elicit.

5. A teacher preparing a class to interview their family members should:

   a. Write questions that students should ask on the board.
   b. Decide what subjects to explore.
   c. Role play the interview.
   d. All of the above.

6. It is best to:

   a. Avoid posing questions in the interview in order to achieve spontaneity.
   b. Prepare the interviewee for anything that might come up so there are no unanticipated problems.
   c. Pick the wording of most questions with scientific precision.
   d. Prepare the interviewee in advance for questions that may be posed.

7. True or false: One must always tell the subject precisely how his/her memories may be used and distributed.

8. True or false: It is best to avoid excessively emotional memories.

9. True or false: The interviewee should not change the wording of some questions to the subject, if (s)he does, findings may not be scientifically valid.

10. True or false: Conducting an Oral History will effectively develop some critical thinking skills.

11. True or false: Conducting Oral Histories is considered effective in developing writing skills.

12. The song "All Shook Up" was written to describe:

    a. A Coke bottle.
    b. A dance.
    c. An unnerving experience.
    d. A love affair.

13. "Foxfire" is:

    a. A Boston Oral History Program.
    b. A technique of interviewing.
    c. An Appalachian region Oral History Program.
    d. A folk tale first told by early American Indians.

14. Oriana Fallaci's style could be best classified as:

    a. Focused
    b. Confrontational
    c. Probing
    d. Innovative
    e. Open-ended
    f. Approving
    g. Conversational

15. Studs Terkel's style could best be classified as:

    a. Focused
    b. Confrontational
    c. Probing
    d. Innovative
    e. Open-ended
    f. Approving
    g. Conversational

16. James Buckley's style could be best classified as:

    a. Focused
    b. Confrontational
    c. Probing
    d. Innovative
    e. Open-ended
    f. Approving
    g. Conversational

17. True or false: In a good Oral History, the role of interviewer and interviewee can easily reverse itself.

18. A good additional funding agency for a local Oral History project would be:

    a. The Ford Foundation
    b. Unitarian Universalist Veitch Foundation
    c. Villers Fund for Seniors
    d. J. M. Kaplan Fund

19. An analogous defense to the Nazis' at Nuremberg is now being fashioned by:

    a. President Botha; South Africa Apartheid
    b. Nicaraguan Sandinistas; World Court Suit
    c. Claus Von Bulow; New York Murder Trial
    d. French Government; Greenpeace Incident

20. True or false: The use of videotape for Oral Histories, if you have access to it, is far superior to tape recorded material.

21. True or false: The Oral History Program will improve the writing in your class.

22. True or false: The Oral History Program will improve Social Studies instruction in your class.

23. True or false: The Oral History Program will improve the speaking ability of your students.

24. True or false: The Oral History Program will improve the poise and self-confidence of your students.

25. True or false: The Oral History Program will improve the critical thinking capabilities of your students.